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Architecture and Infrastructure/Framework

Archistructure™

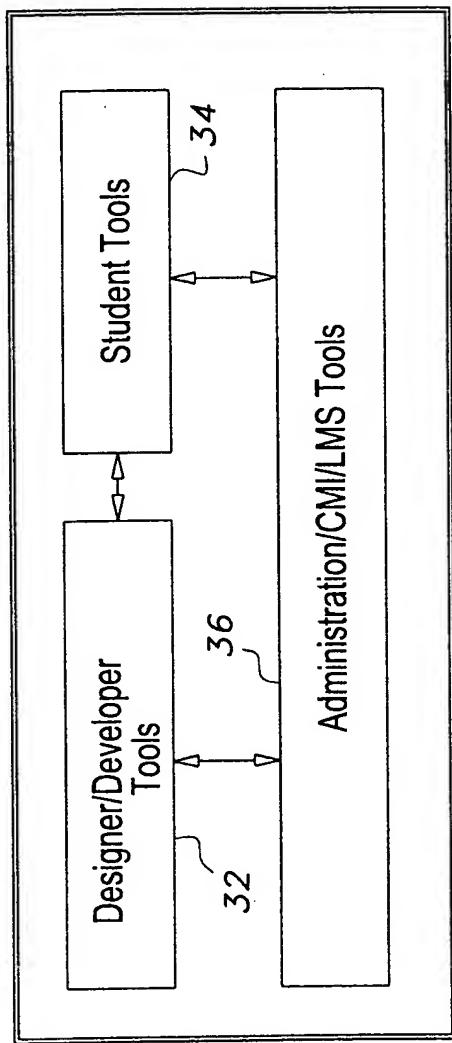


Fig. 1A

Designer/Developer Tools

Architecture and Infrastructure/Framework Archistructure™

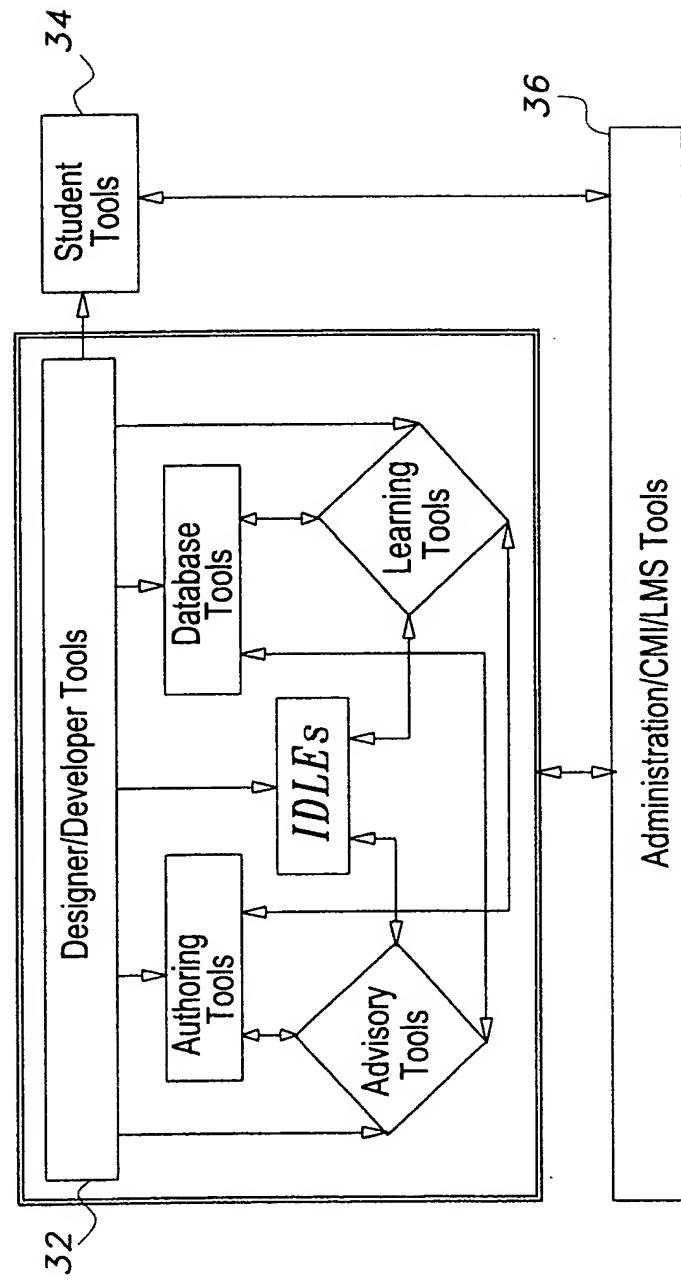
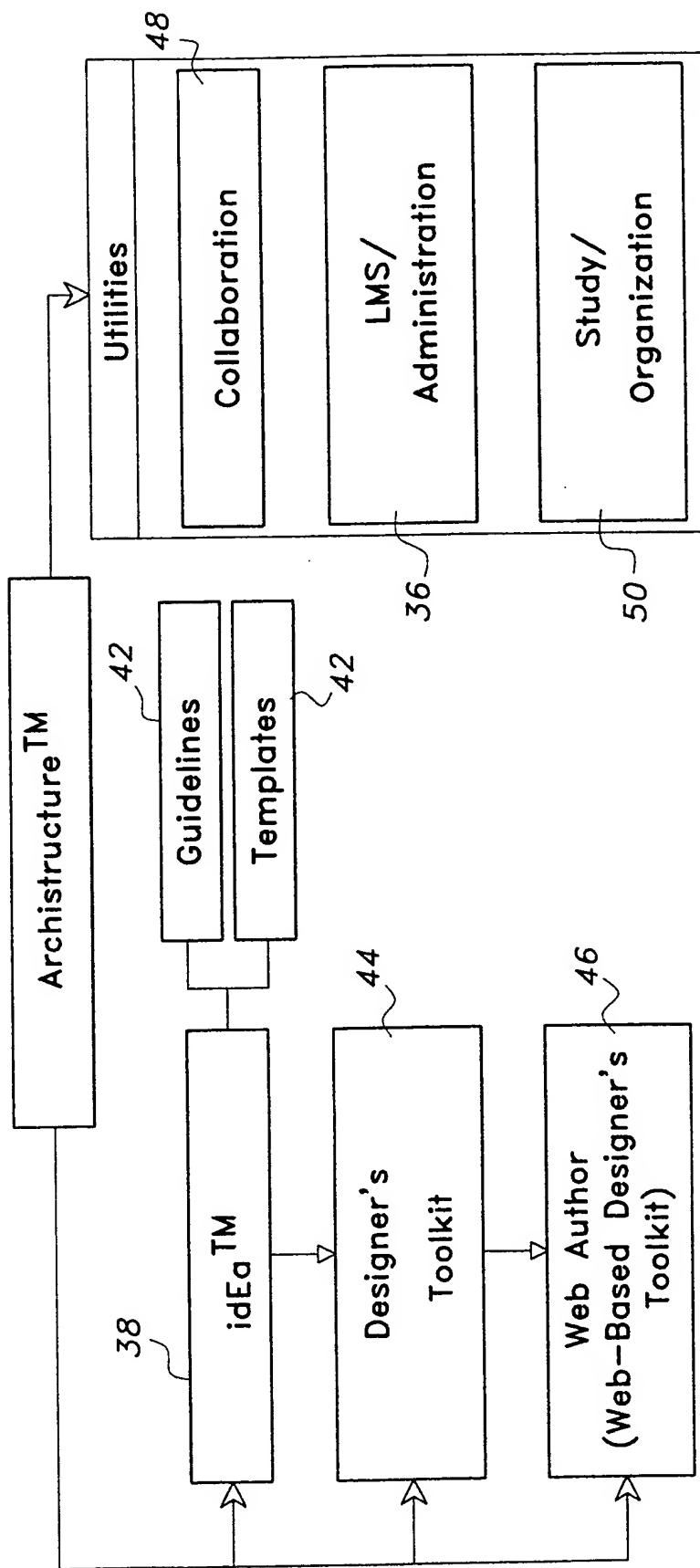


Fig. 1B

Fig. 1C



idEA™ Architecture and Infrastructure/Framework

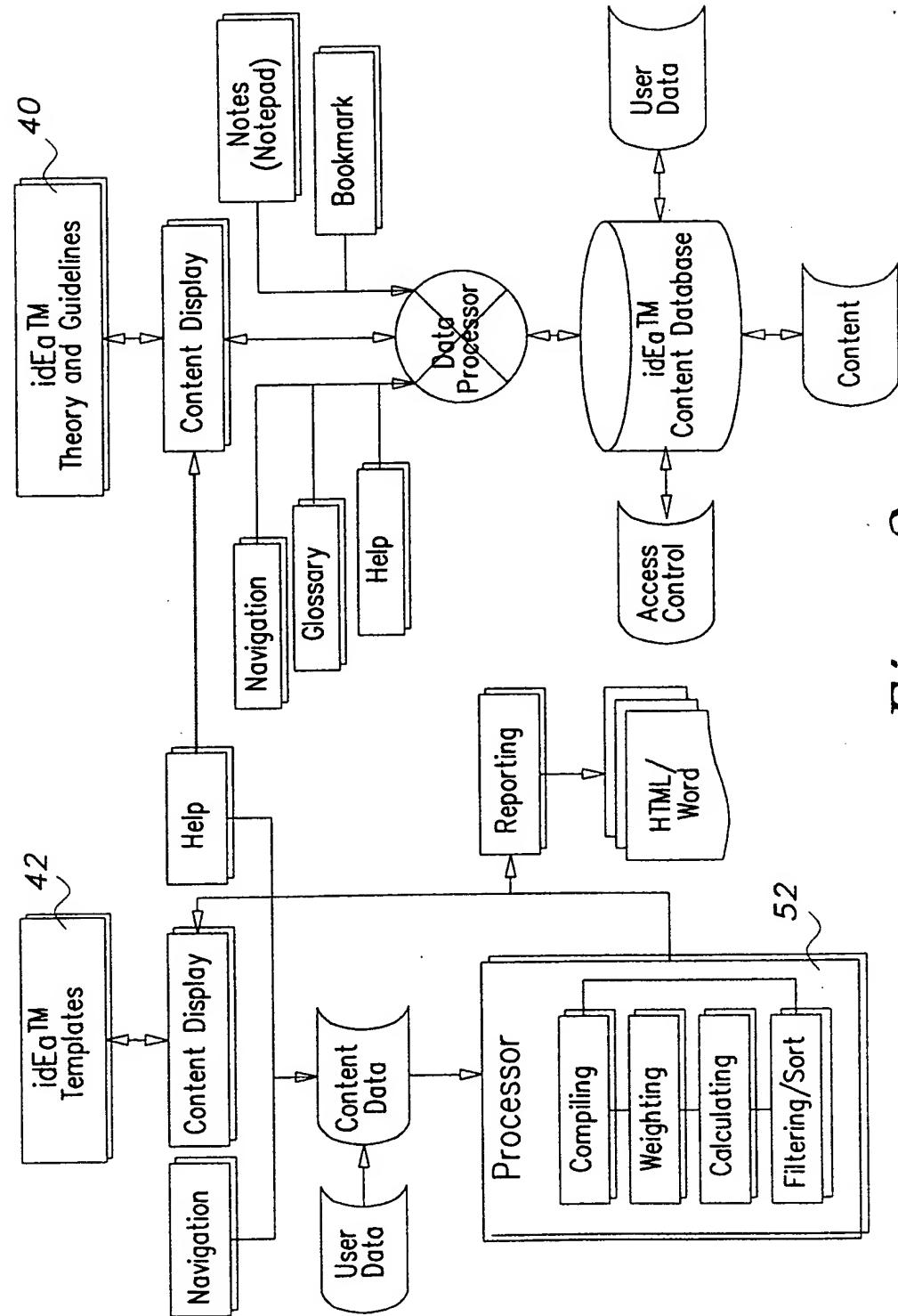


Fig. 2

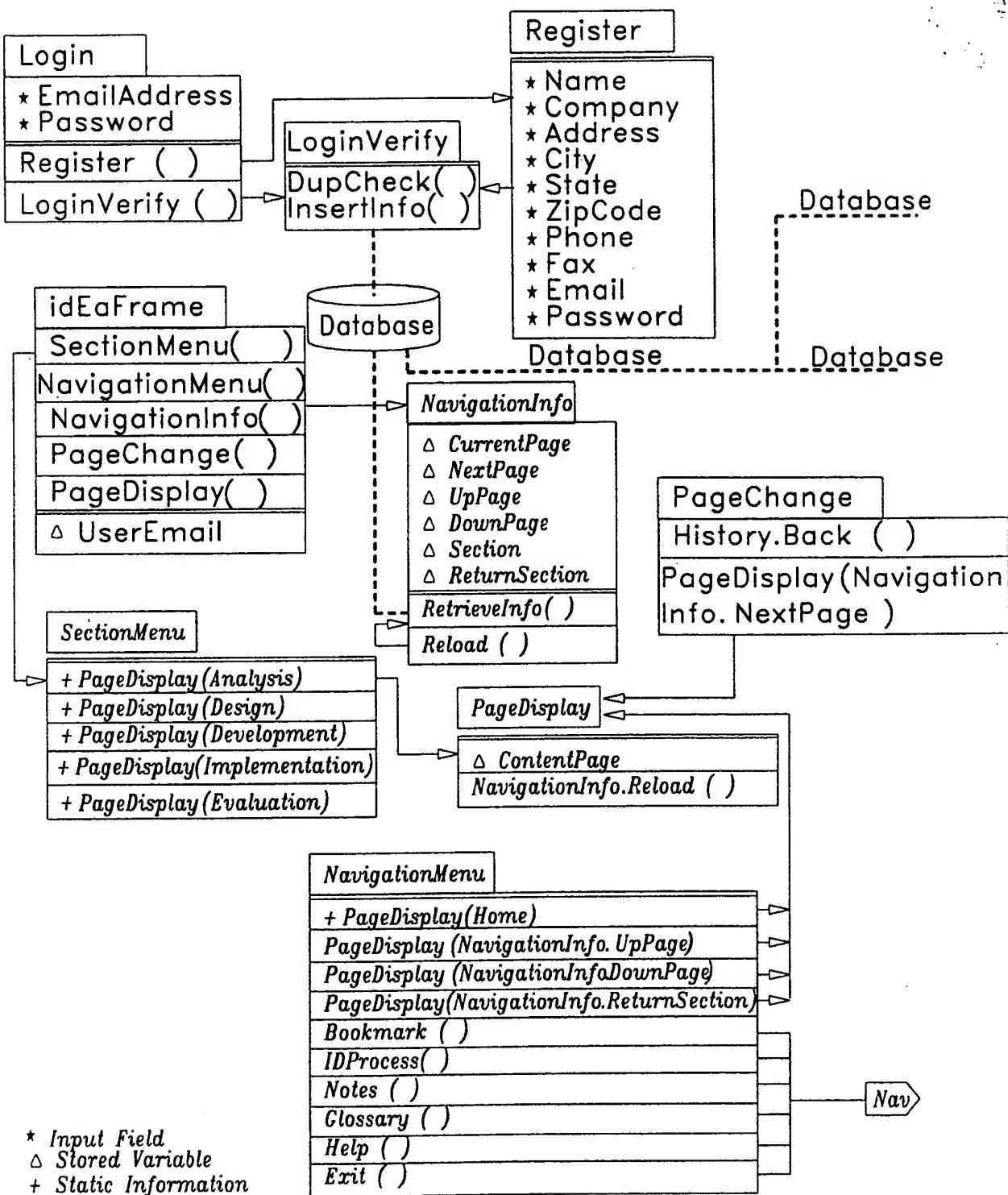


Fig. 3A

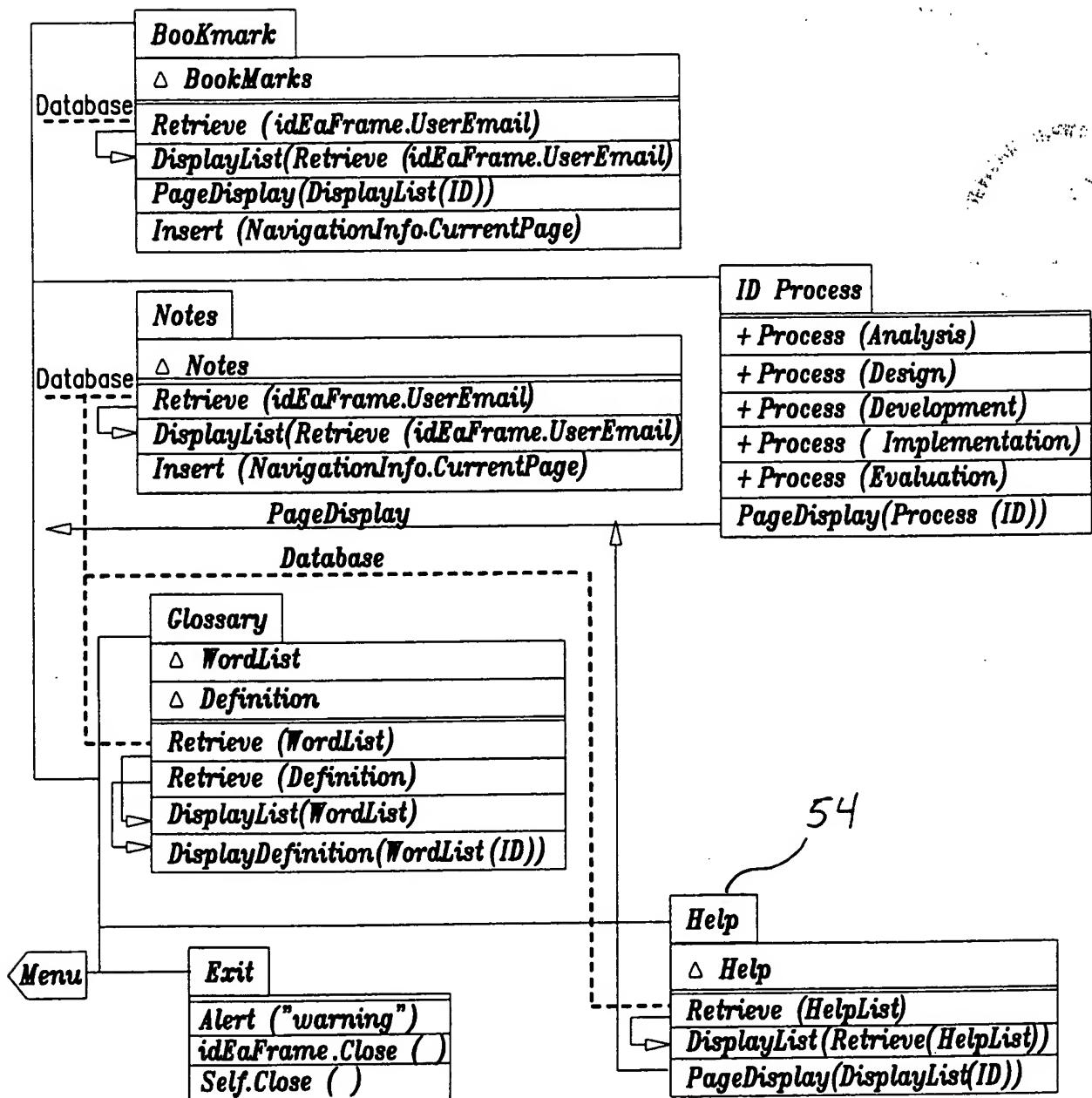


Fig. 3B

Guidelines Database

customer	customer_id email name companyname address state city zipcode phone fax password expiration startdate lastLogin
currentPage	Num currentFile nextFile upFile downFile section fileTitle
systemHelp	Index fileName systemName
noteTable	email mynote
processHelp	Index fileName processName
bookmark	email currentFile fileTitle
Glossary	Index GlossaryURL Term

Fig. 3C

The Instructional Design Process Diagram

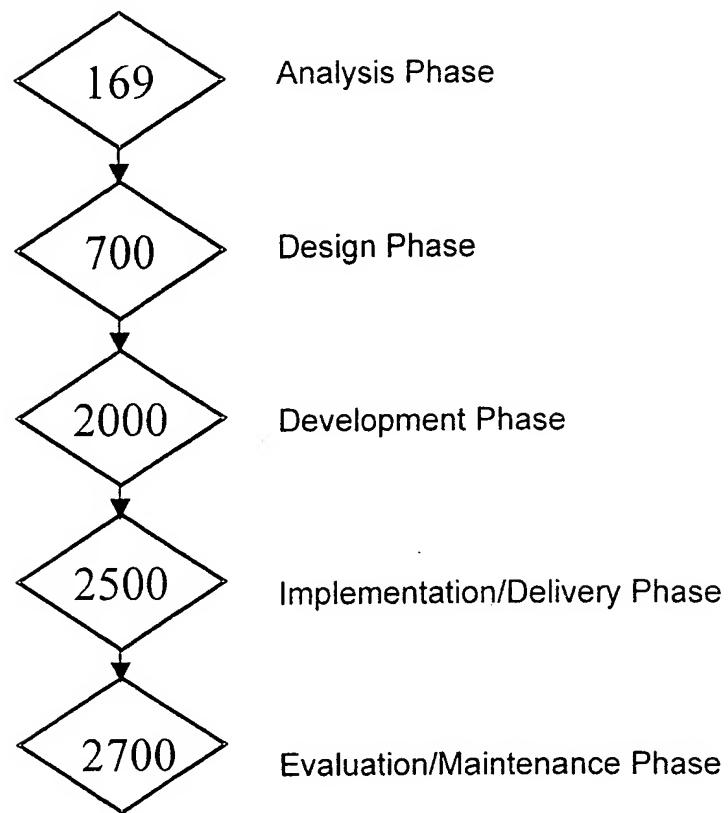


Fig. 4A

Analysis

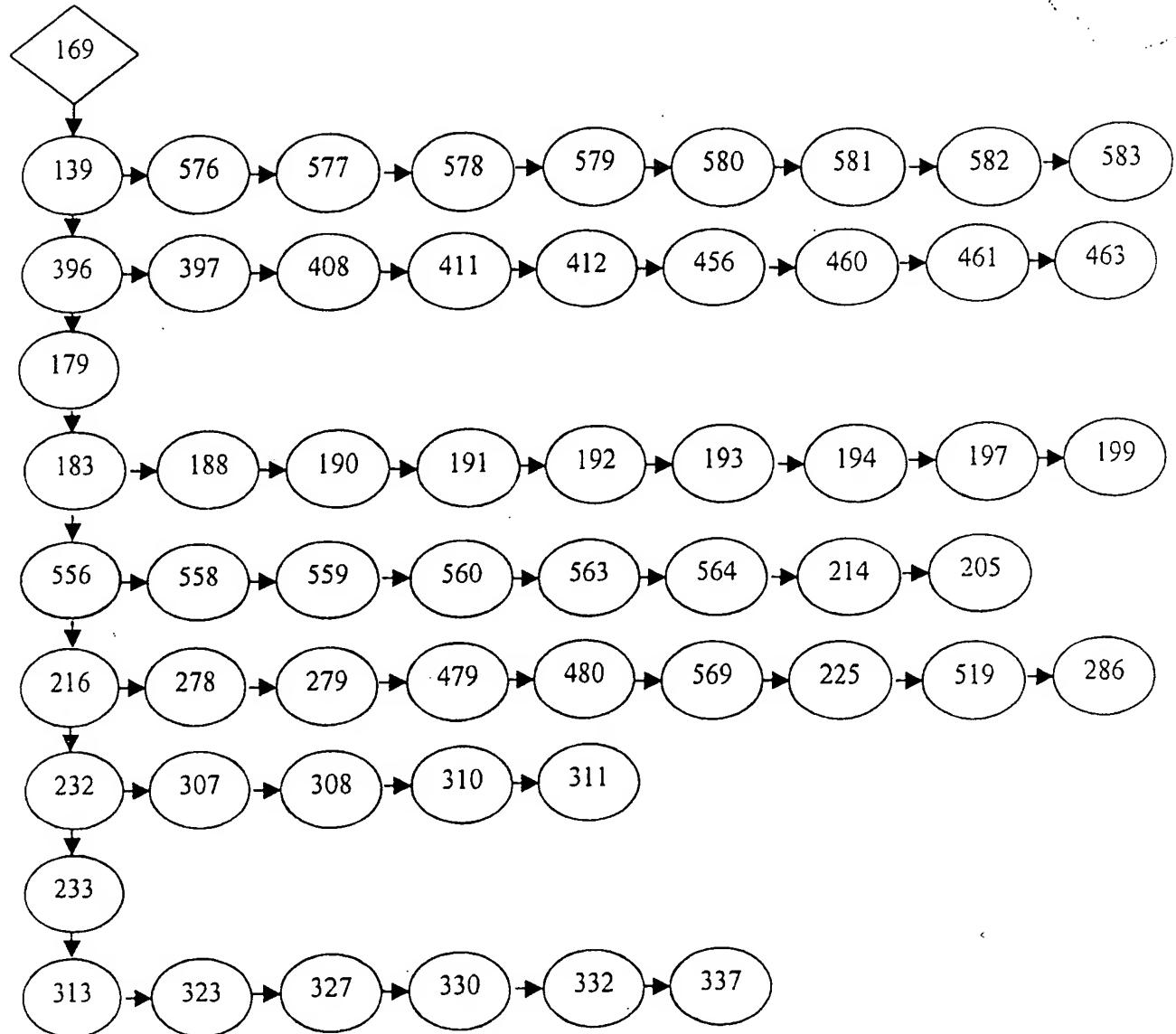


Fig. 4B

ID Process Diagrams – Analysis

Screen No:	Title
169	Phase I: Analysis
139	Needs Assessment
576	Determine the Purpose of the Needs Assessment and How the Results Will Be Used
577	Decide on the Scope of the Needs Assessment and the Methodology You Will Use
578	Decide Whose Needs Are to be Assessed
579	List All the People Who Have Information About the Needs
580	Decide Who Will Perform the Assessment
581	Determine the Best Method for the Assessment
582	Conduct the Assessment
583	Develop a Needs Assessment Report
396	Conduct Needs Analysis
397	Define Learning Variables and Learning Constraints
408	Select Tasks Appropriate for Training
411	Determine Data Collection Method
412	Determine How to Gather Data
456	Interpret Data
460	Is Training Needed?
461	Yes- Training Is Needed
463	Are There Other Solutions That Would Help the Problem?
179	Education Analysis
183	Learning Analysis
188	Examine the Situation
190	Determine Causes of Performance Problems
191	Identify Required Knowledge and Skills
192	Build a Learning Hierarchy
193	Identify and Categorize Types of Learning
194	Determine Level of Learning Needed
197	Identify Prerequisite Knowledge and Skills Required
199	Results of Learning Analysis
556	Analyze the Job
558	Analyze the Job and the Learner Audience
559	Write Performance Statements
560	Identify the Tasks That Make Up the Job
563	Identify Performance Deficiencies for Each Task

Fig. 4C

564	Develop and Write Task Performance Statements
214	Determine if Training Is Appropriate
205	Task Inventory
216	Task Analysis
278	List of Tasks Selected for Training
279	Criteria to Develop List of Tasks to Train
479	Analyze the Job Task or Content
480	Identify Knowledge and Skill Requirements of Various Tasks
569	Work With Job Holders and Consider Important Points
225	Identify Subtasks
519	Define the Behaviours or Performance
286	Documentation For Your Decision
232	Learner Analysis
307	General Information About Learners
308	Learner Characteristics
310	Learner Differences
311	What Will You Do With the Results of the Learner Analysis?
233	Resource Analysis
313	An Analysis of Existing Courses
323	Locate Existing Courses
327	Compare Job Analysis
330	Compare Task Selection
332	Compare Job Performance Measures
337	Summary Listing of Courses Analyzed

Fig. 4D

Design

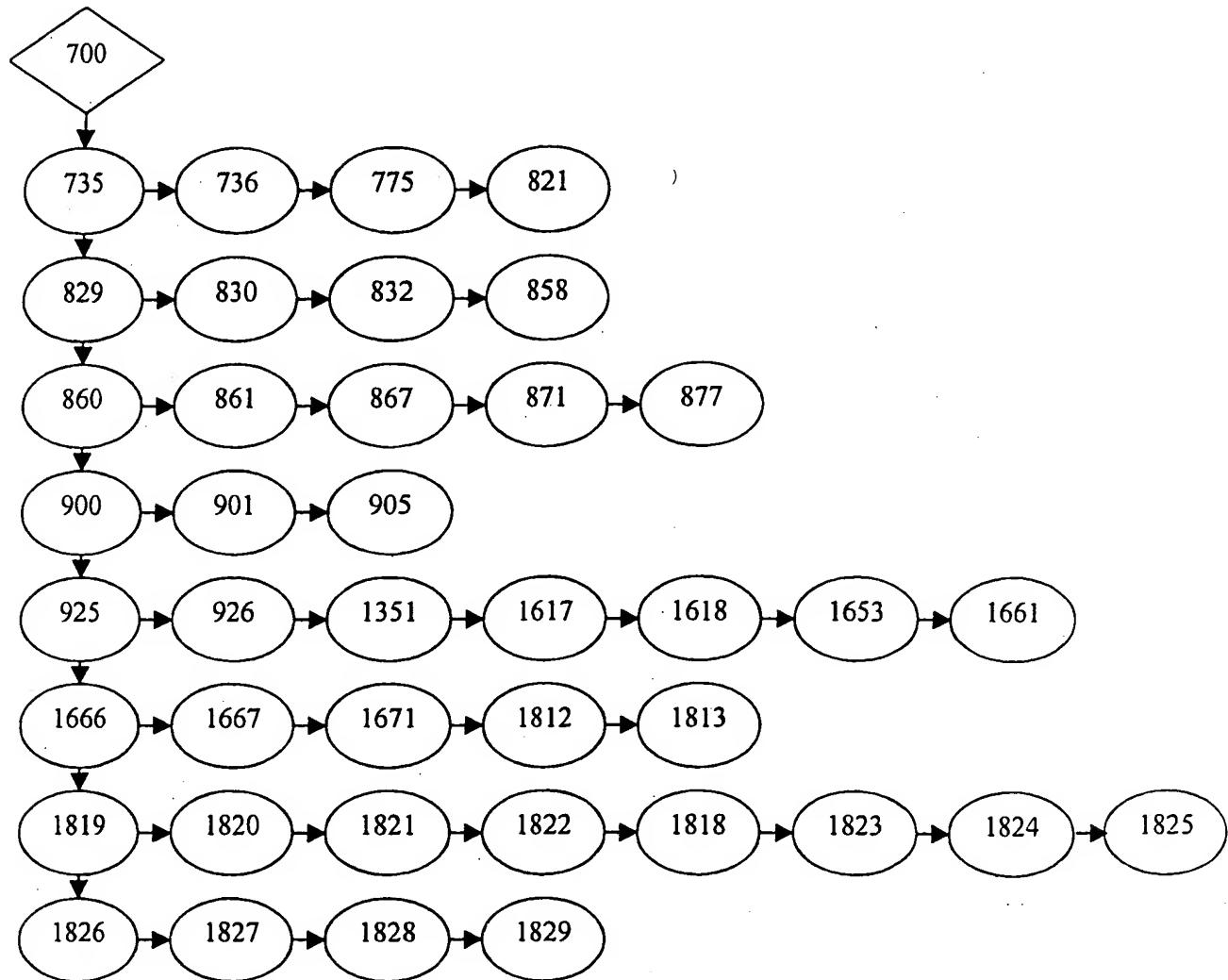


Fig. 5A

ID Process Diagrams – D sign

Screen No.	Screen Title
700	Design
735	Write Objectives
736	Distinguish Objectives from Goals
775	Write Performance Objectives
821	Judge Statements of Learner Outcomes
829	Analyze the Learning Environment
830	Analyze Characteristics of the Instructional Setting
832	Determine Instructional Resources
858	Judge Environmental Analysis
860	Sequence Instruction
861	Specify Sequence of Learner Activities
867	Prioritize Objectives
871	Cluster Objectives
877	Sequence Objectives
900	Examine Instructional Strategies and Methods
901	Define Entry Knowledge
905	Select Appropriate Instructional Strategies and Tactics
925	Select Delivery Systems/Instructional Strategies
926	Select Delivery Systems
1351	Select Strategies/Methods
1617	Narrow Down Media Choices
1618	Evaluate Existing Instructional Materials and Resources
1653	Adapt and Use Existing Instructional Resources
1661	Plan the Production of Material
1666	Evaluate Instructional Outcomes
1667	Plan and Conduct a Formative Evaluation
1671	Write Test Items
1812	Revise Materials Based on Evaluation
1813	Evaluate Formative Evaluation Plans
1819	Manage Instruction/Training Efforts
1820	Plan the Components of A System
1821	Manage an Instructional Organization
1822	Evaluate the Management System Organization
1818	Conduct a Cost-Benefit Analysis
1823	Build a Team of Personnel

Fig. 5B

1824	Develop a Record-Keeping System
1825	Use Appropriate Computer Tools for Management Tasks
1826	Monitor Instruction/Training Programs
1827	Identify the Sequence of Tasks
1828	Evaluate Project Plan and Timeline
1829	Plan and Coordinate Logistical Support

Fig. 5C

Development

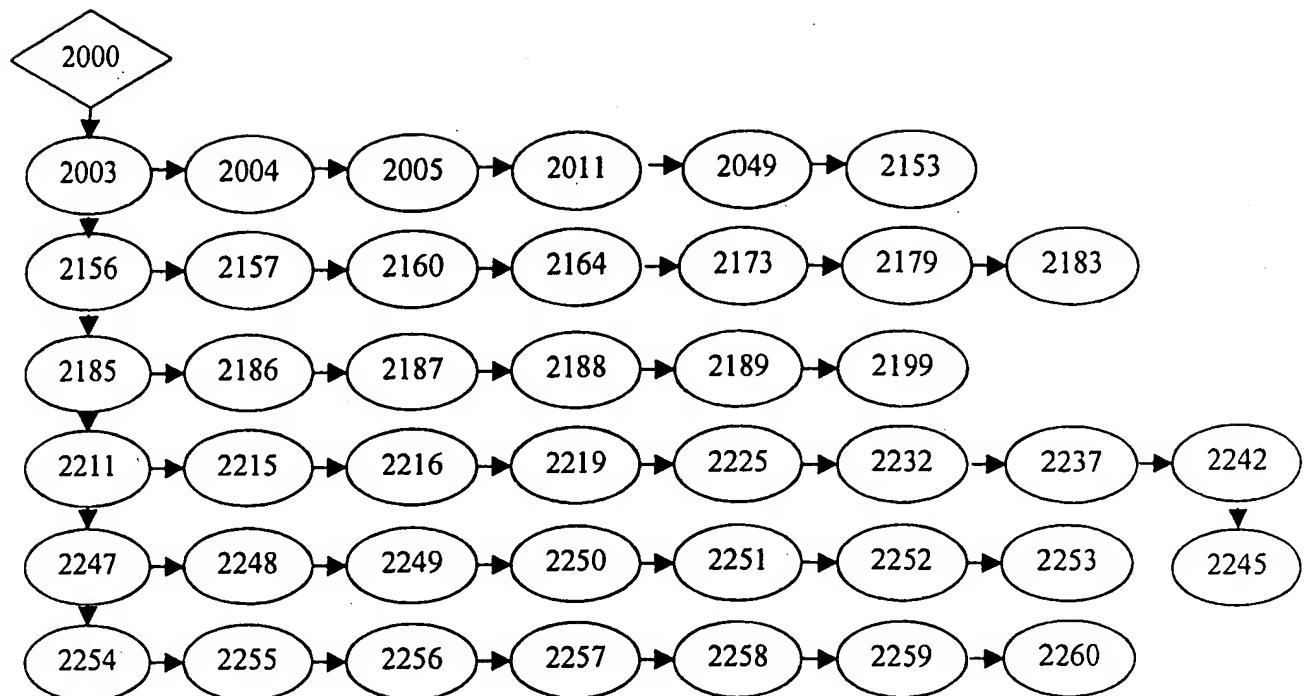


Fig. 6A

ID Process Diagrams – Development

Screen No.	Screen Title
2000	Development
2003	Develop Instructional Materials
2004	Develop Learning Guidelines and Objectives
2005	Identify General Learning Objectives
2011	Classify Each Learning Objective
2049	Identify Specific Learning Guidelines
2153	Specify Learning Activities
2156	Develop Existing Instruction That Meets Objectives
2157	Collect Existing Material
2160	Evaluate Existing Materials and Learner Characteristics
2164	Evaluate Existing Materials and Learning Guidelines
2173	Evaluate Existing Materials and Delivery Systems
2179	Evaluate Existing Materials and Management Plan
2183	Make Required Revisions
2185	Develop New Instruction
2186	Identify Instructional Needs and Constraints
2187	Identify Available Resources
2188	Develop Instruction for Learning Environment
2189	Pretest First Draft Materials

Fig. 6B

2199 Prepare User Instructions
2211 Develop A Plan That Demonstrates Behavior
2215 Develop Learner Management Plan
2216 Develop Instructor-Managed Instruction Plan
2219 Develop Contingency-Managed Instruction Plan
2225 Develop Peer-Managed Instruction Plan
2232 Develop Computer-Managed Instruction Plan
2237 Develop Media-Managed Instruction Plan
2242 Develop Learner-Managed Instruction Plan
2245 Develop Combination Plan
2247 Develop Learning/Instruction Messages
2248 Write or Edit Instructional/Learning Materials
2249 Develop Training Job Aids
2250 Prepare Verbal Presentations
2251 Develop Conceptual Models
2252 Develop Effective Visual Communications
2253 Write Effective Documentation and Training Texts
2254 Demonstrate Various Behaviors
2255 Assess the Needs and Goals of a Group
2256 Demonstrate Interpersonal Behaviors
2257 Consult with Clients and Contract for Service
2258 Adapt Behaviors to Different People
2259 Help Learners Recognize and Understand Personal Needs and Values
2260 Interview or Question Individual for Information

Fig. 6C

Implementation/Delivery

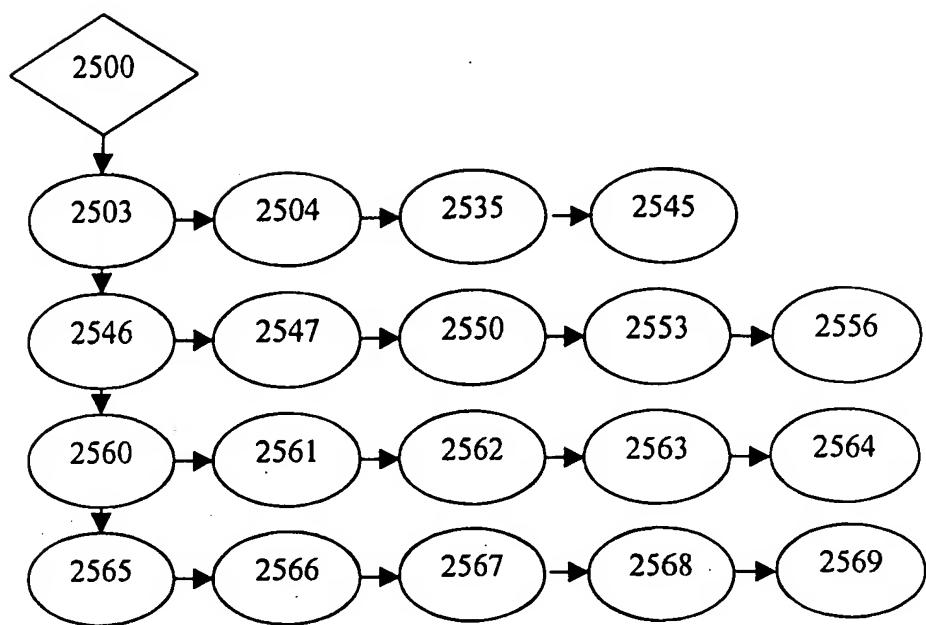


Fig. 7A

ID Process Diagrams – Implementation/Delivery

Screen No.	Screen Title
2500	Implementation/Delivery
2503	A Guide that Promotes Instructional Development and System Strategies
2504	Implement the Instructional Management Plan
2535	Conduct Instruction
2545	Complete the Learning/Training Program
2546	Directions to Implement the Learning Environment/Training
2547	Resources
2550	Interface
2553	Navigation
2556	Testing and Feedback
2560	Promote Instructional Development and System Strategies
2561	Select, Develop, and Use Research and System Strategies
2562	Scan, Synthesize, and Draw Conclusions
2563	Write Effective Reports
2564	Use Computer-Based Tools
2565	Implement a Learning Management System (LMS)
2566	What Is a Learning Management System
2567	Features of an LMS
2568	Benefits of an LMS
2569	Selecting an LMS

Fig. 7B

Evaluation/Maintenance

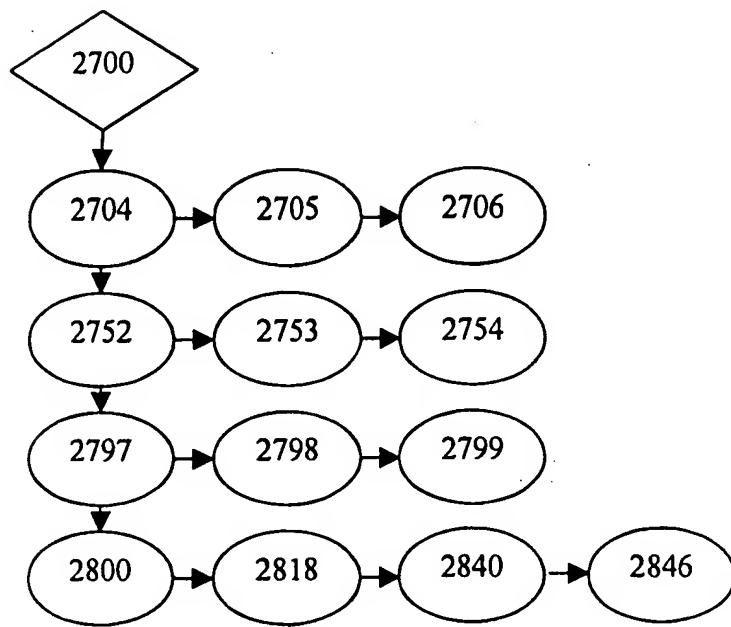


Fig. 8A

ID Process Diagrams – Evaluation/Maintenance

Screen No. Screen Title

2700	Evaluation/Maintenance
2704	Internal Evaluation (During Implementation/Delivery)
2705	Level 1 – Reaction Evaluation
2706	Level 2 – Learning Evaluation
2752	External Evaluation (After Implementation/Delivery)
2753	Level 3 – Behavior (Transfer to the Job) Evaluation
2754	Level 4 – Impact on Business Results Evaluation
2797	Products of Evaluation
2798	A Plan to Provide for Human Resources Development
2799	A Plan to Maintain a Professional Orientation
2800	How to Conduct Evaluation (Using Kirkpatrick's Evaluation Model) and Develop a Maintenance Plan
2818	Revise Training Program
2840	Provide Human Resources Development in an Organization
2846	Maintain a Professional Orientation

Fig. 8B

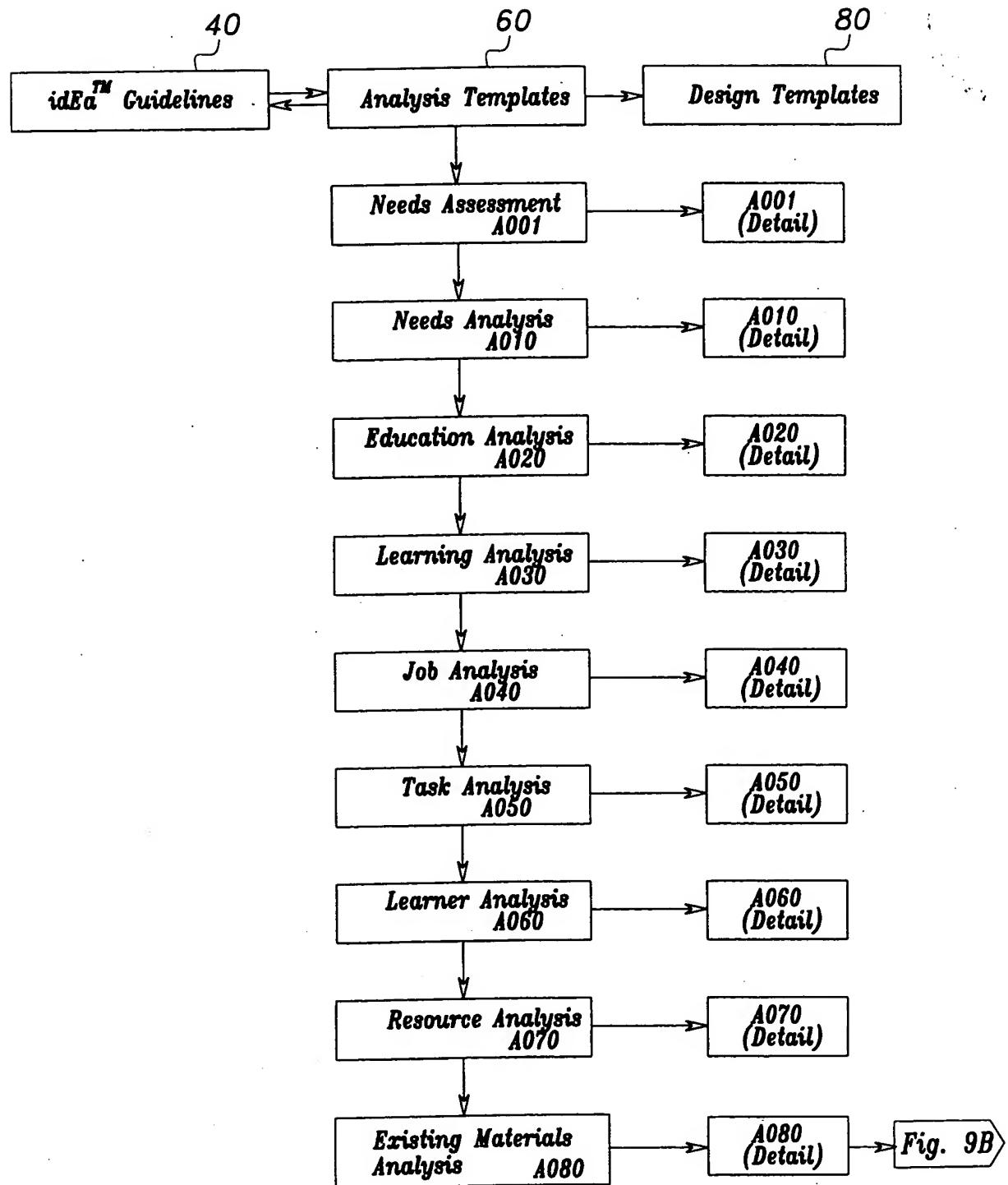


Fig. 9A

62

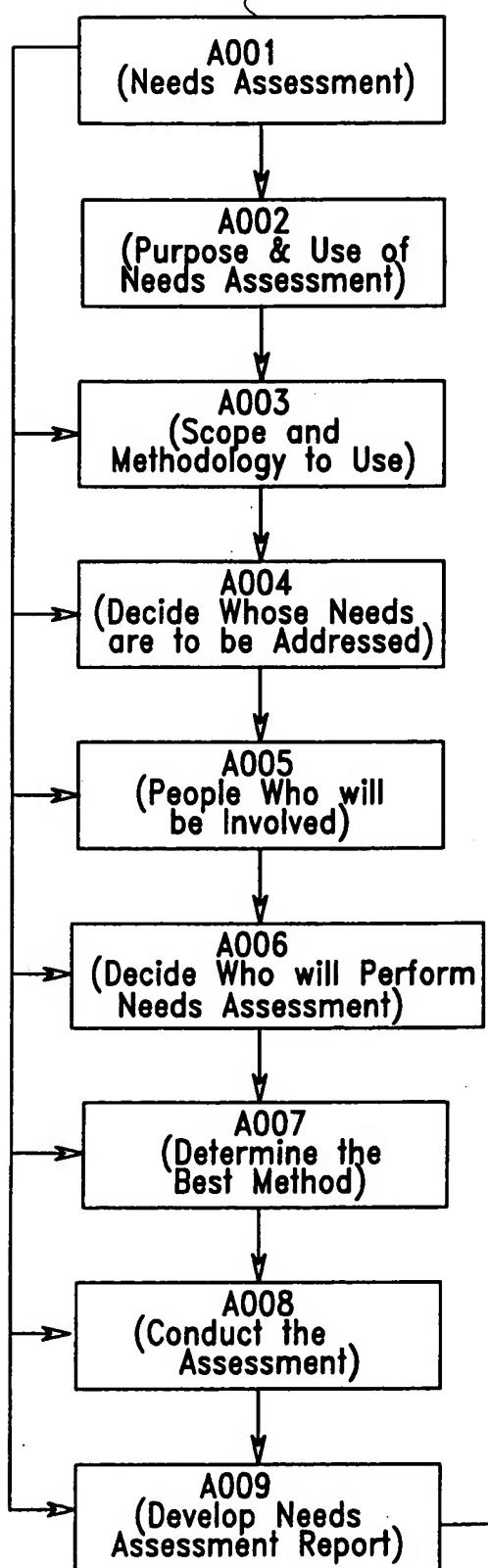


Fig. 9B

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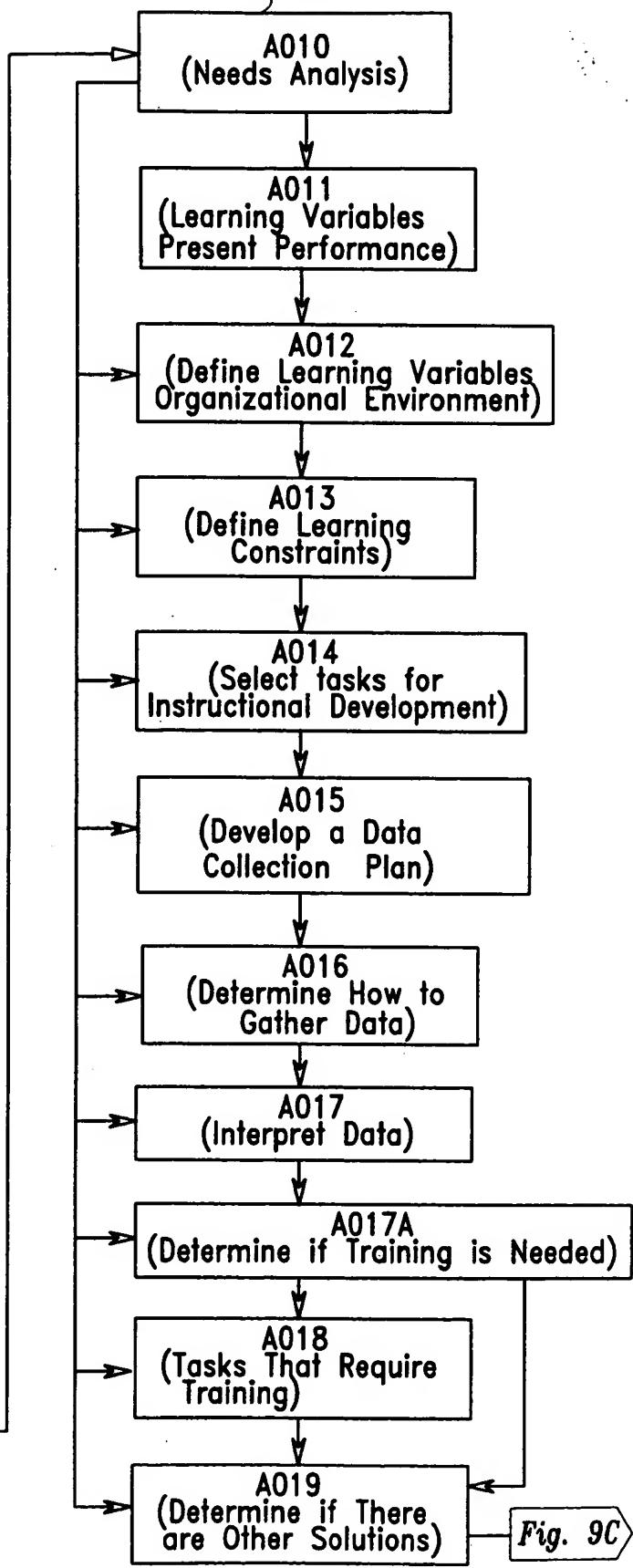


Fig. 9C

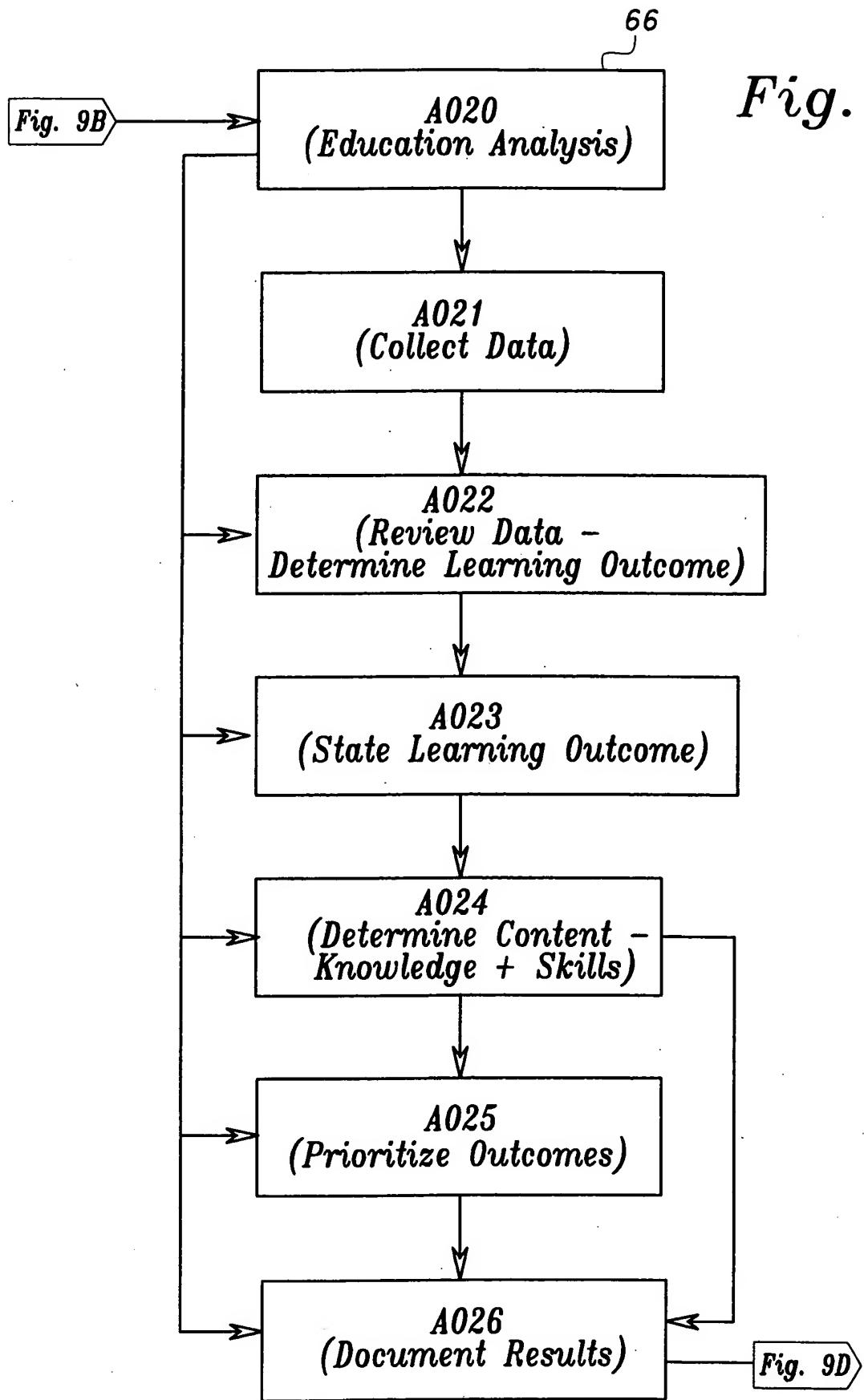


Fig. 9C

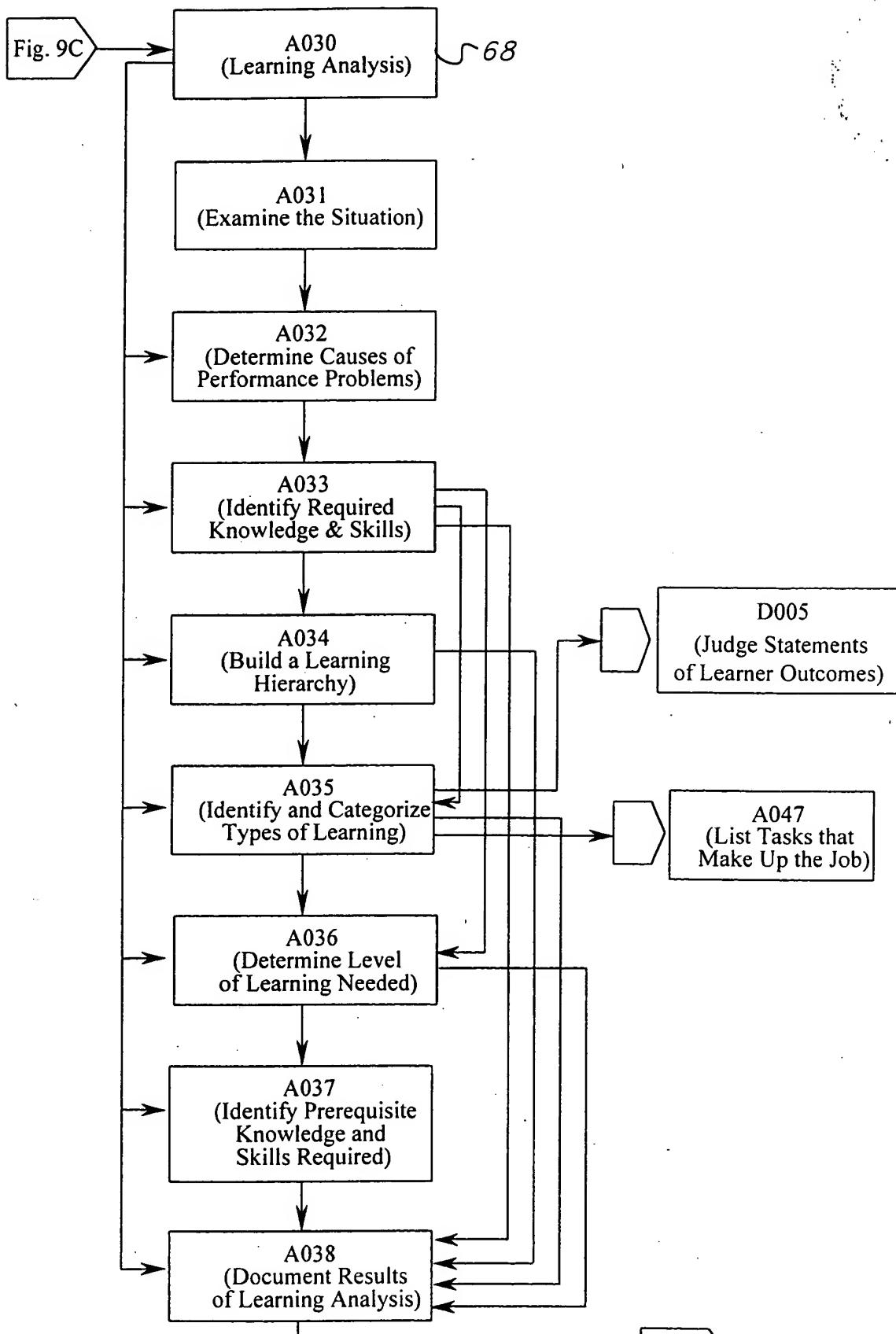


Fig. 9D

Fig. 9E

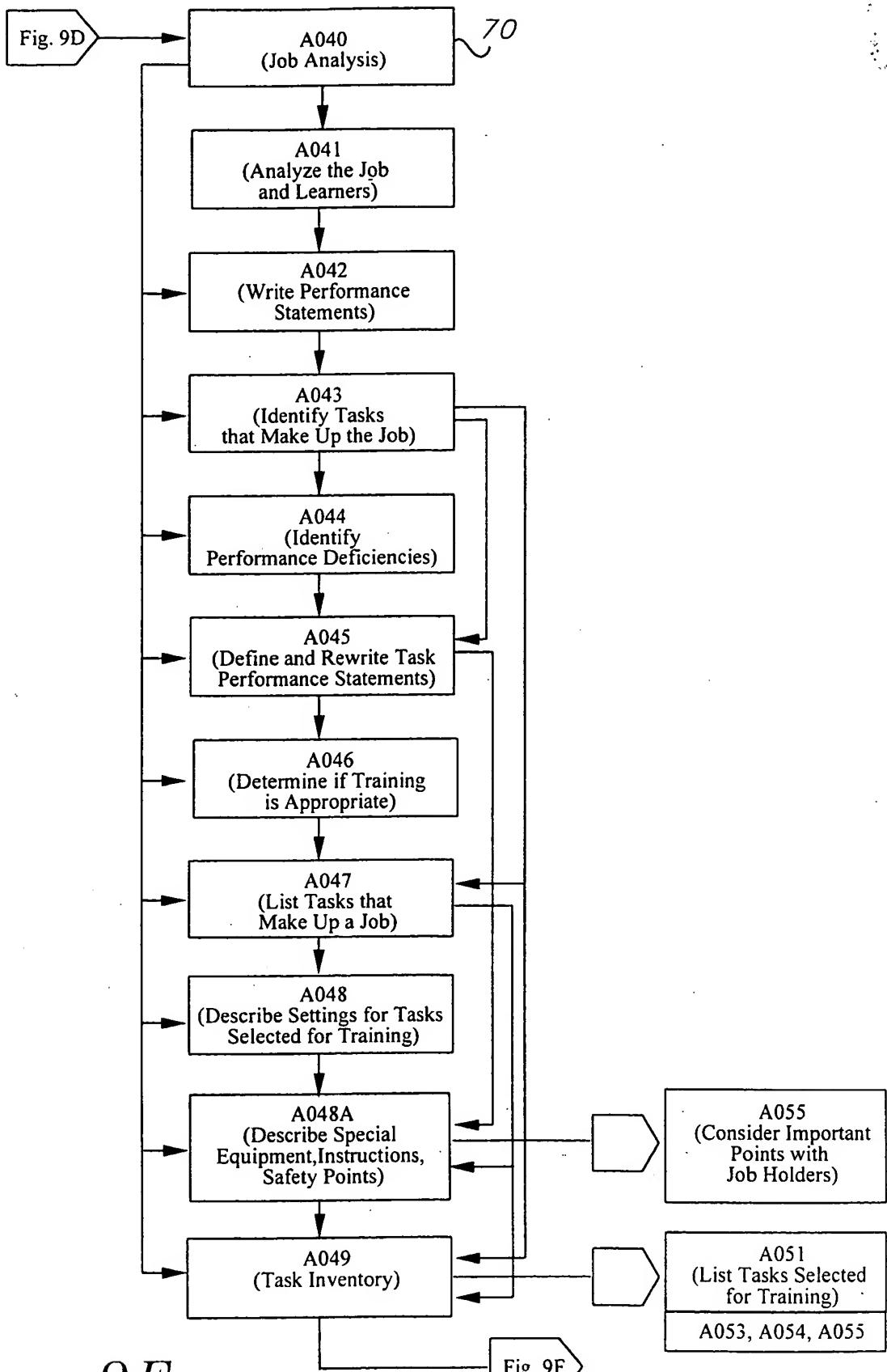


Fig. 9E

Fig. 9F

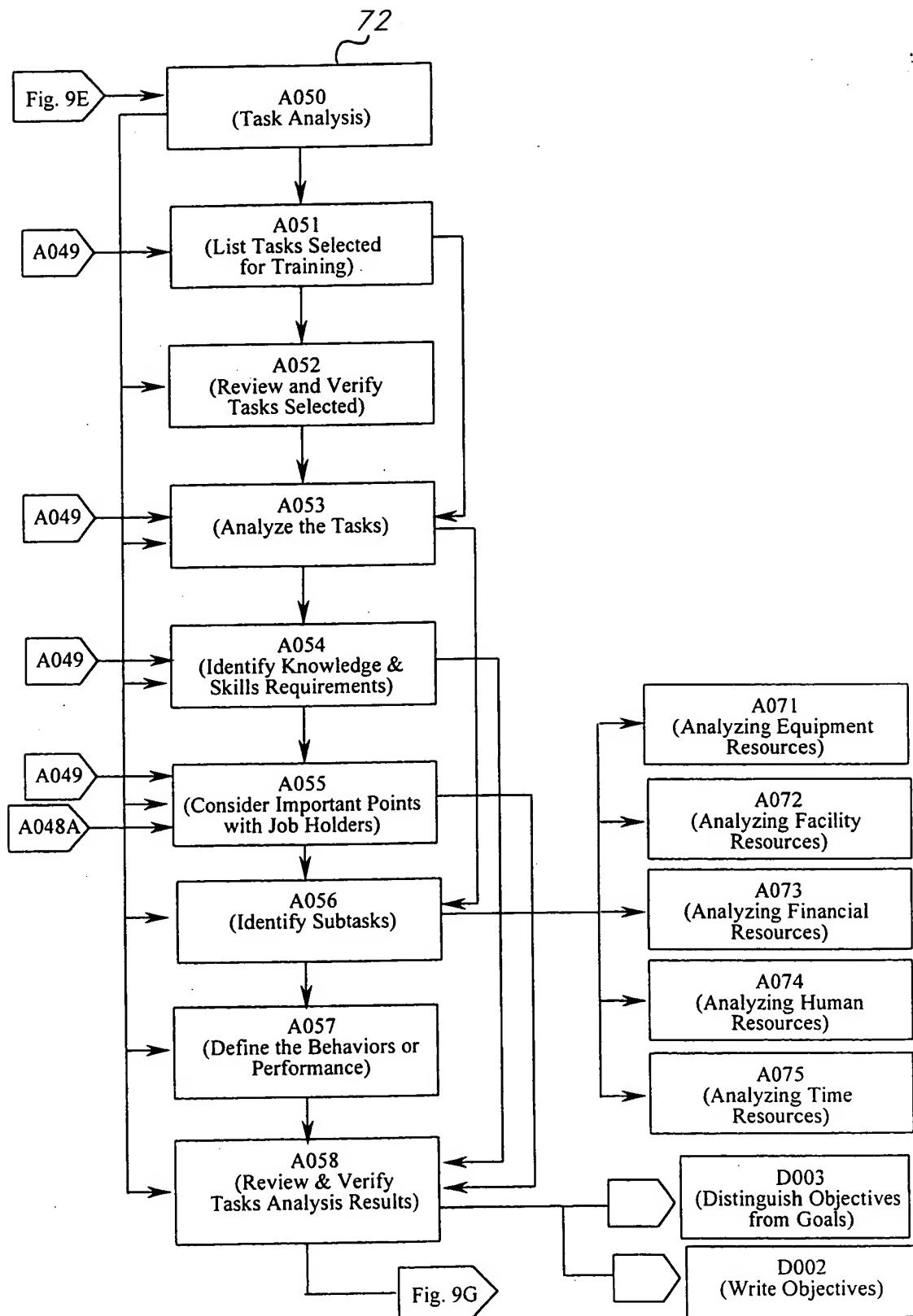


Fig. 9F

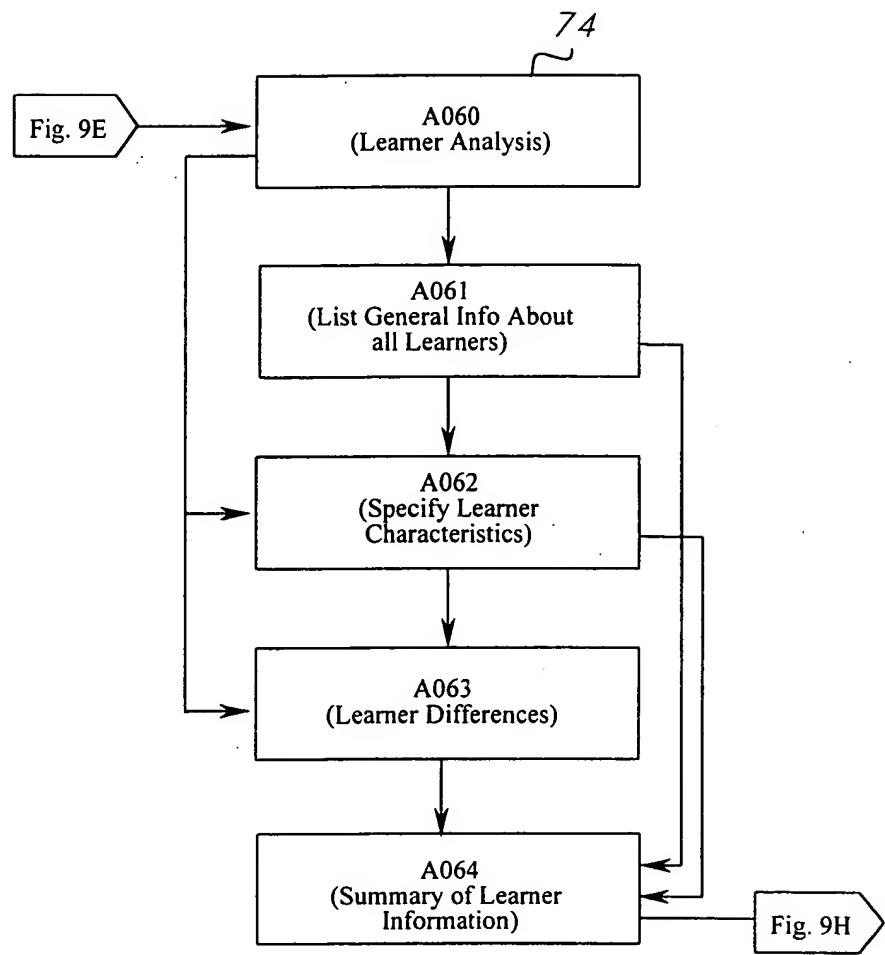


Fig. 9G

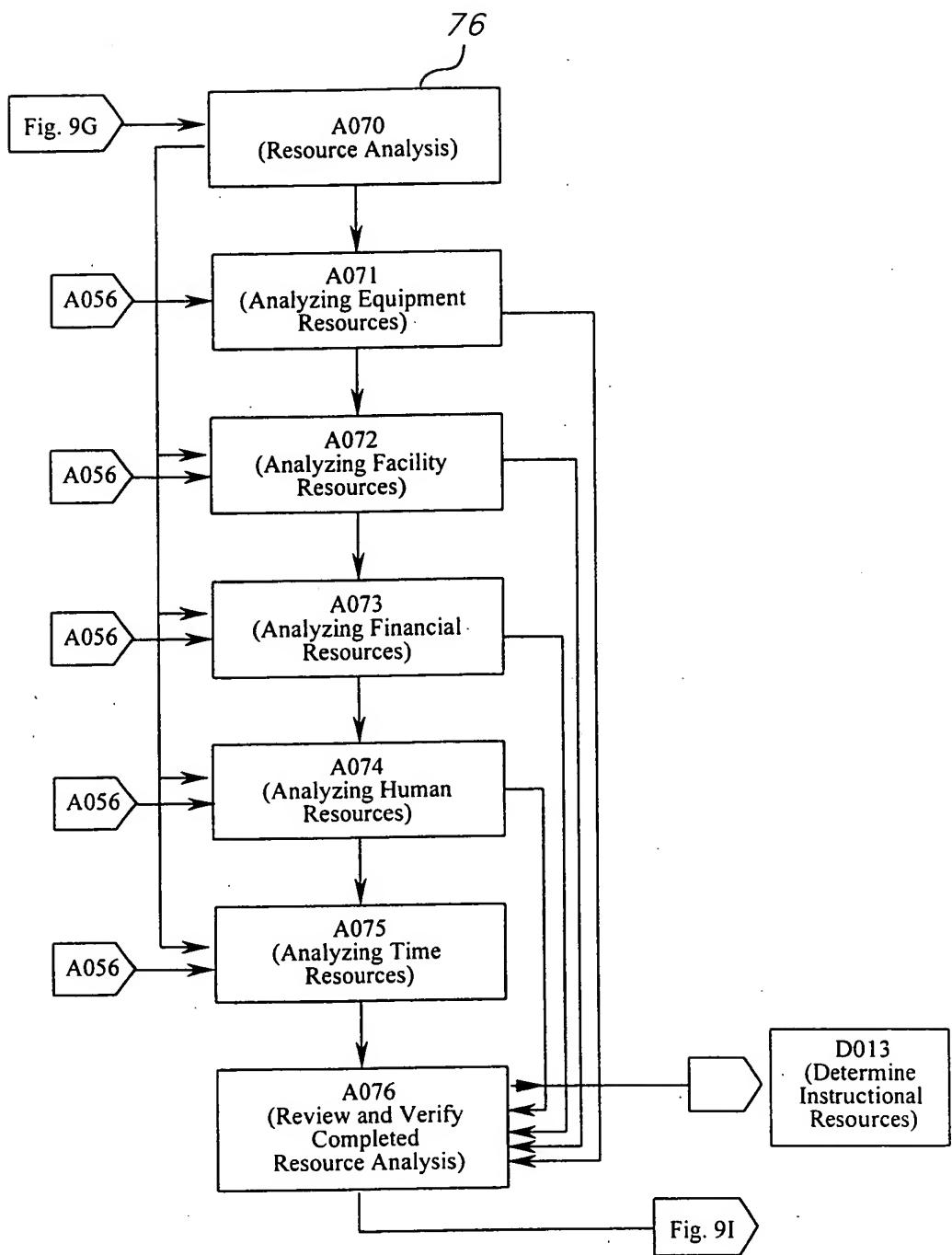


Fig. 9H

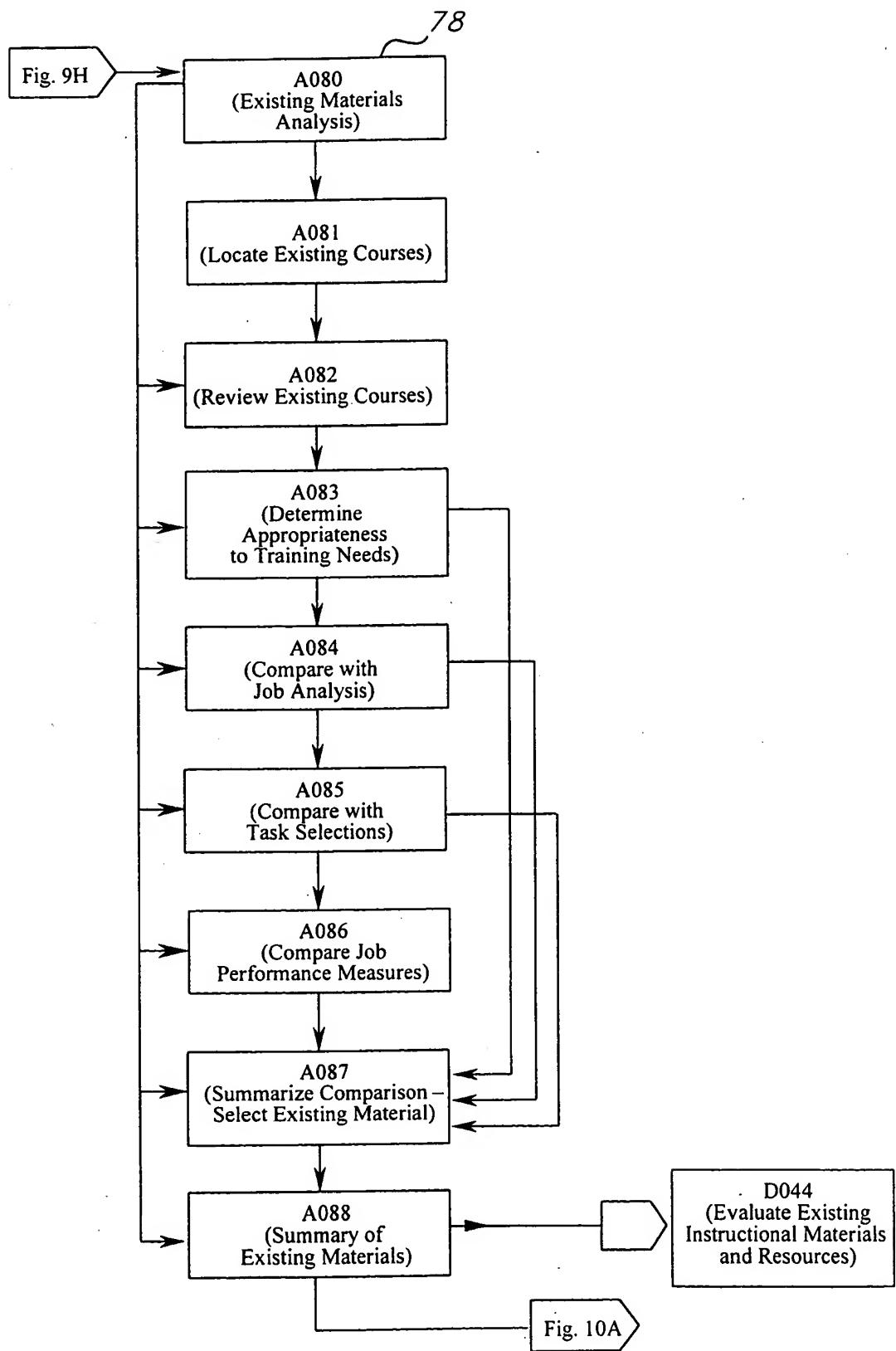


Fig. 9I

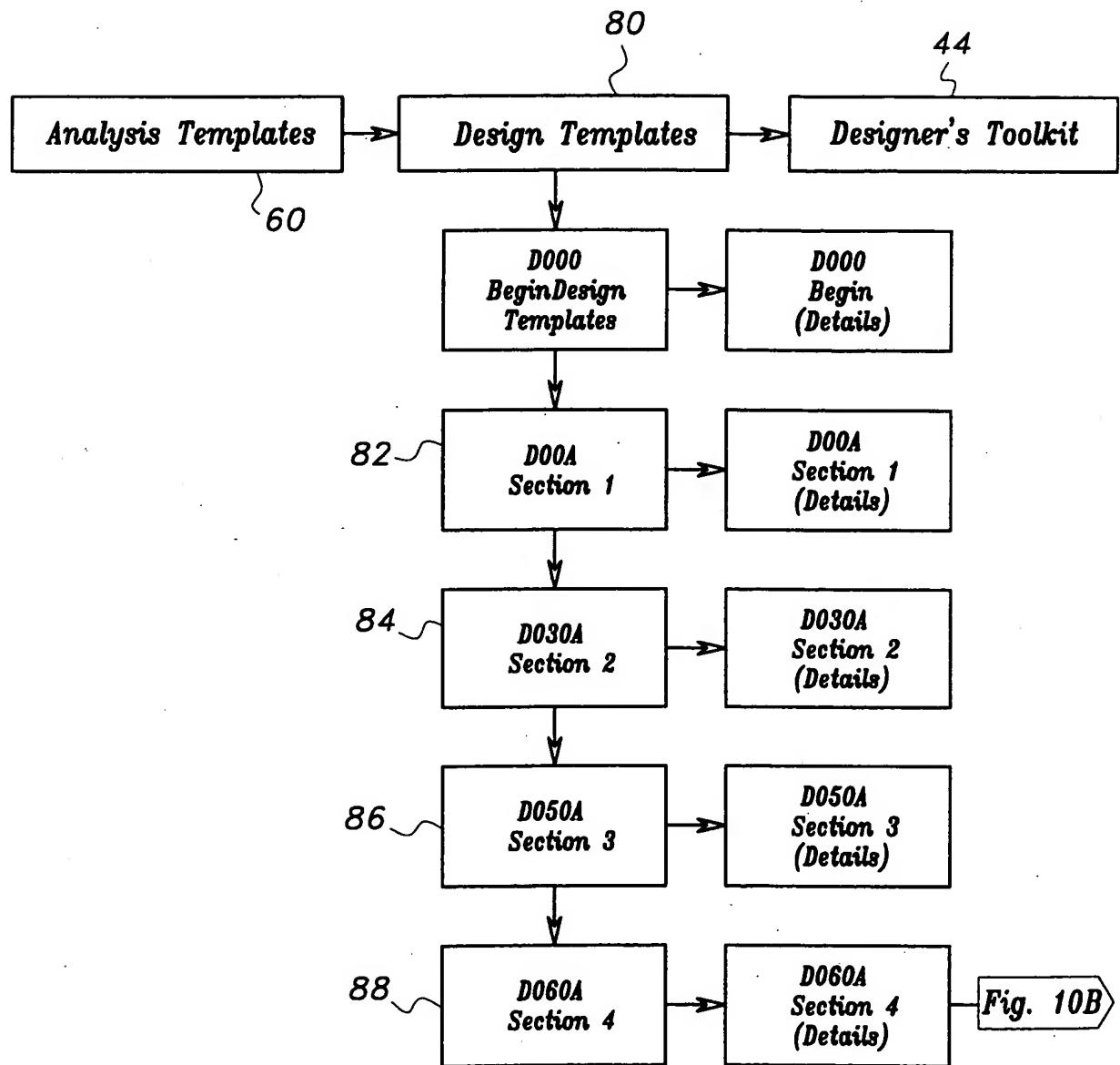


Fig. 10A

Fig. 10B

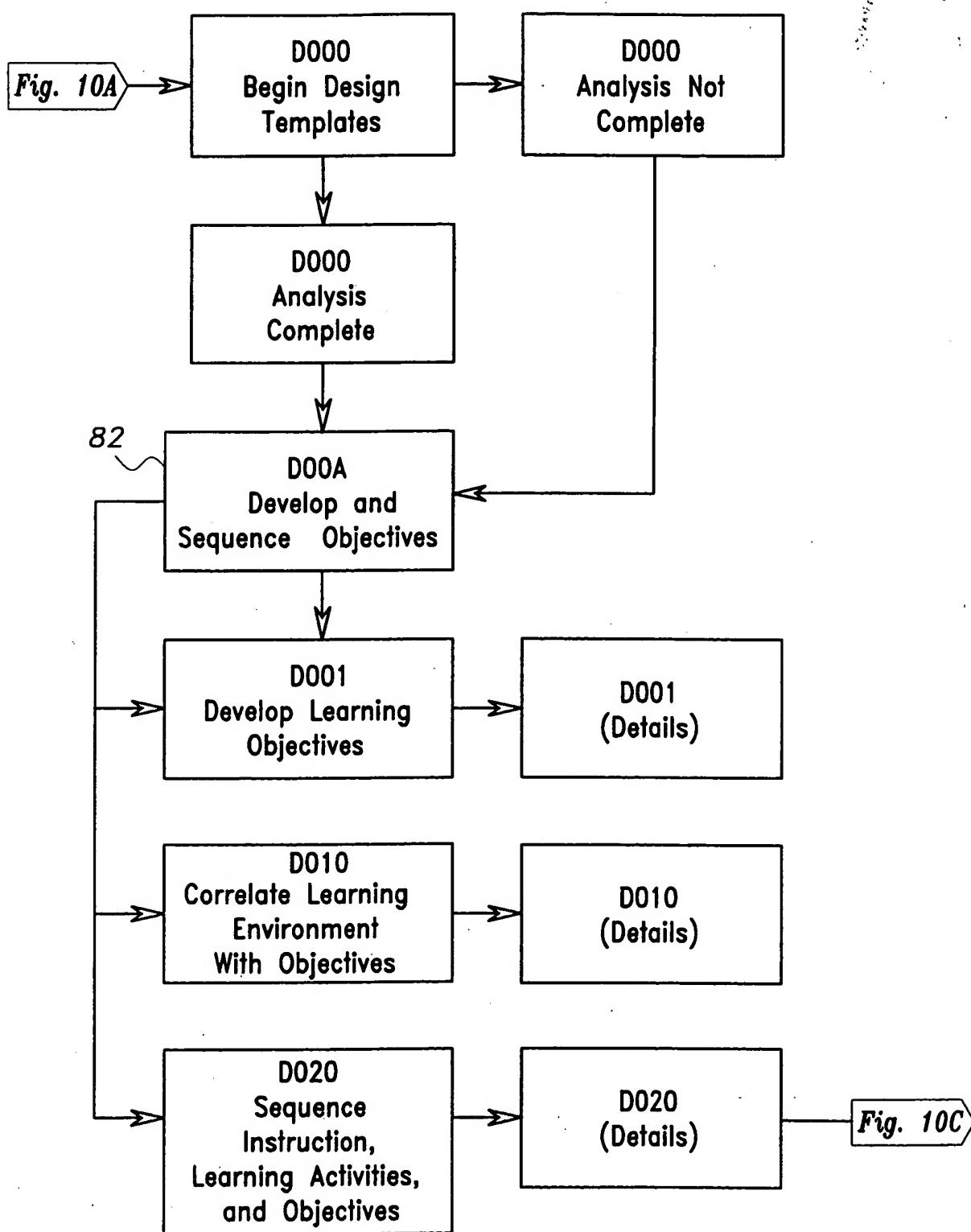


Fig. 10B

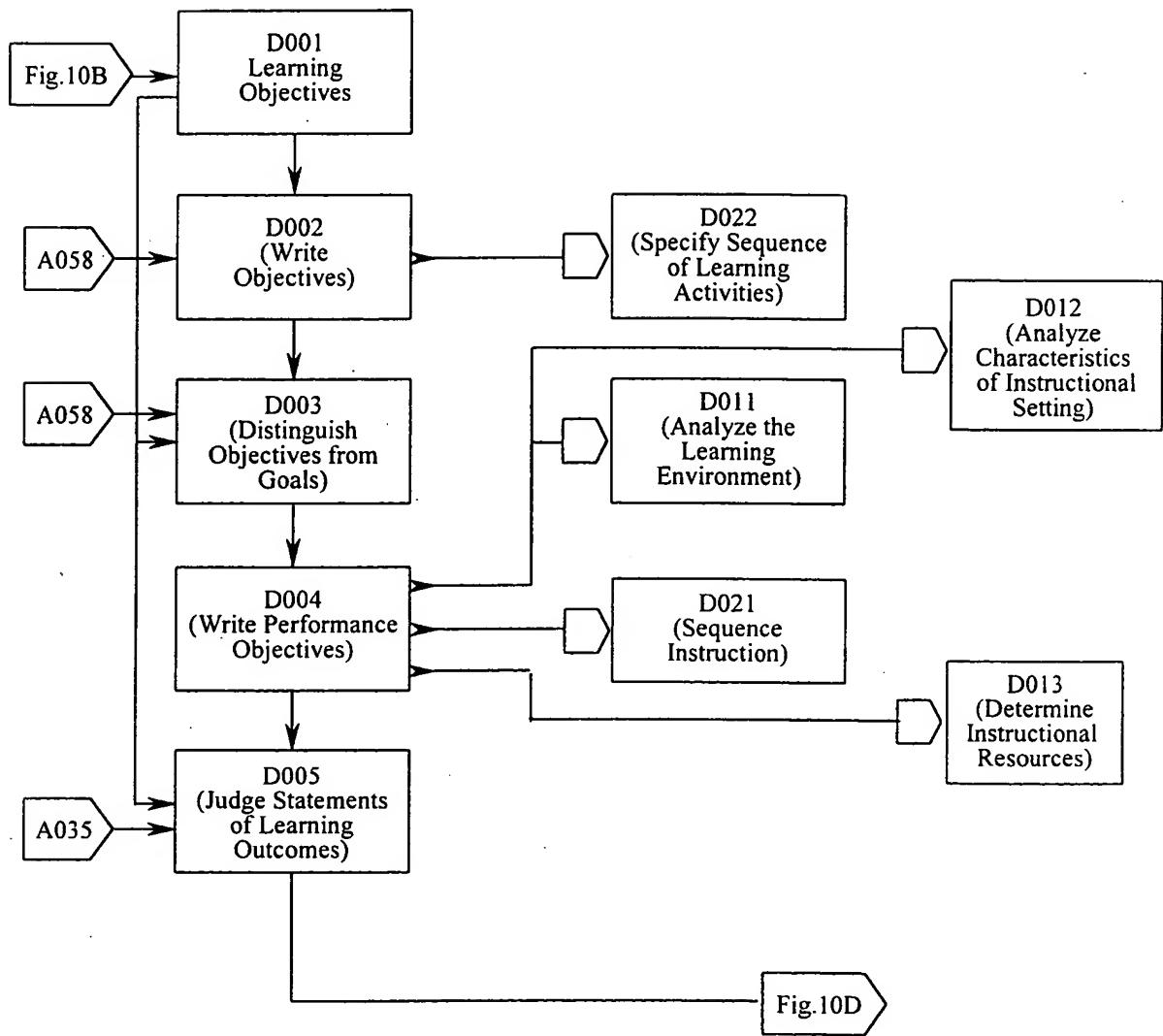


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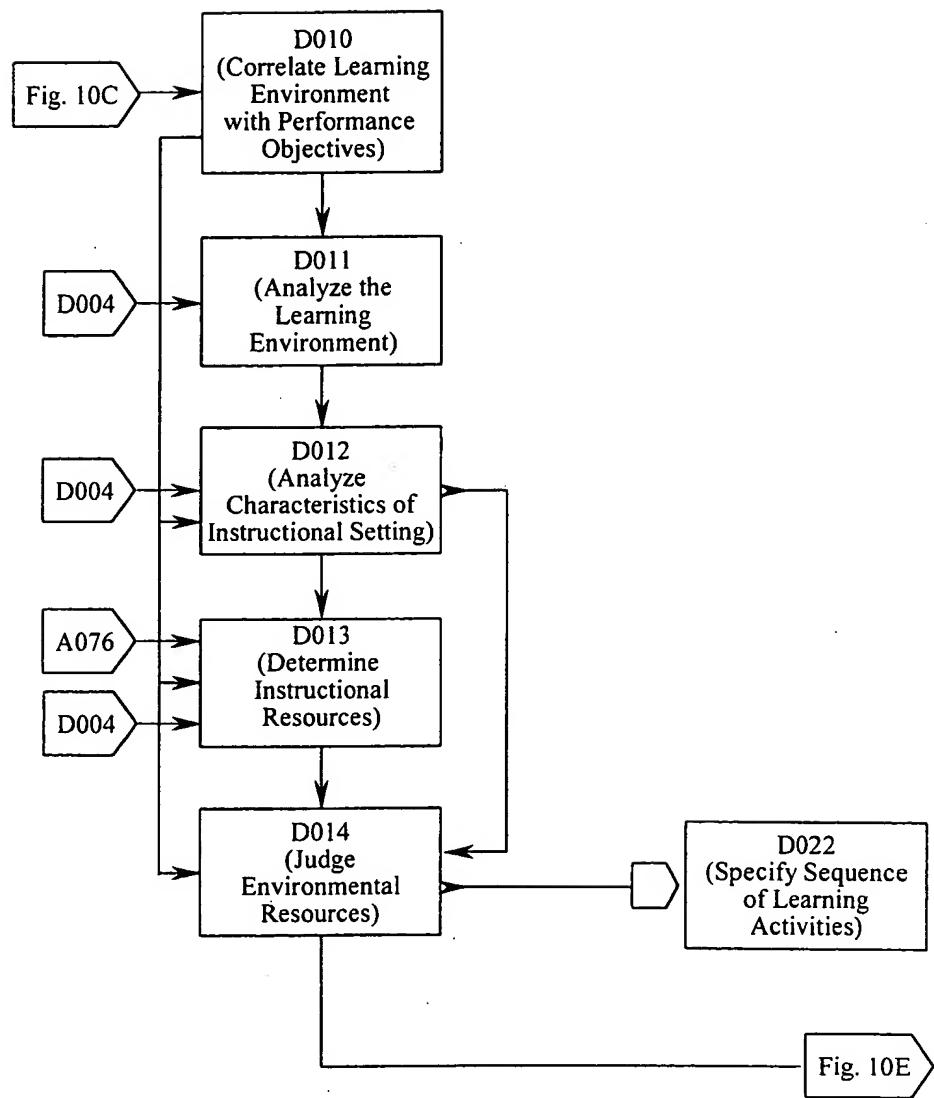


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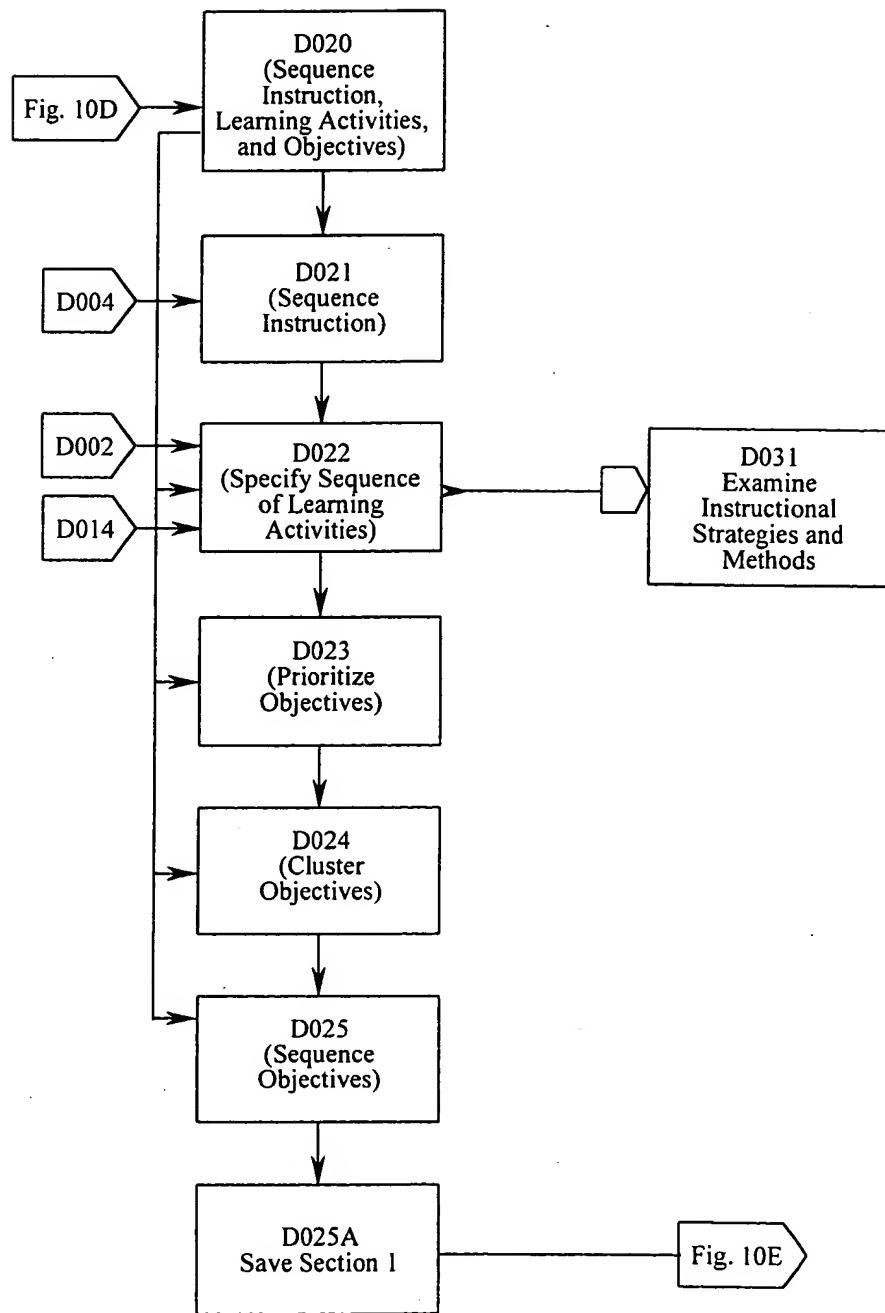


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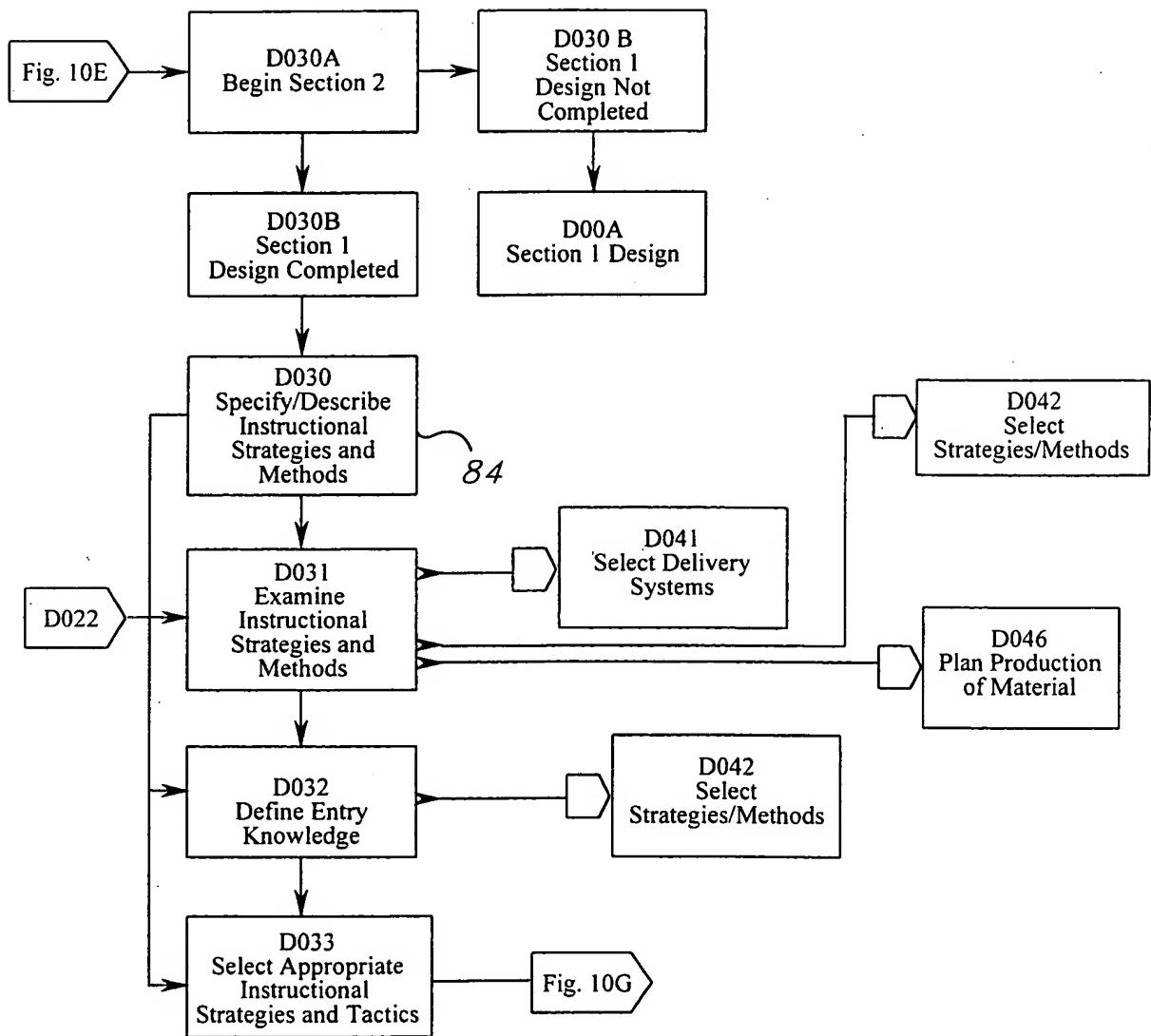


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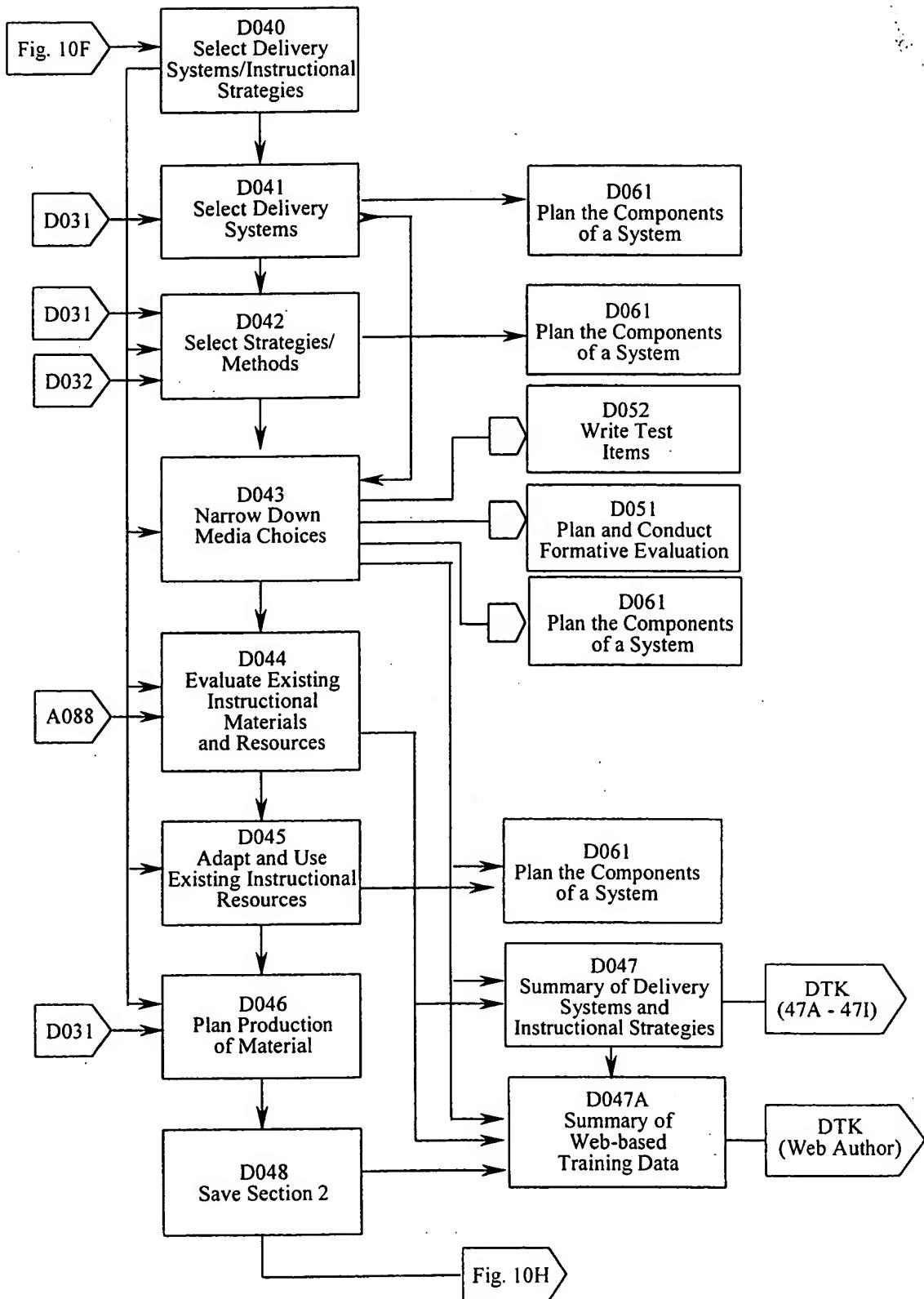


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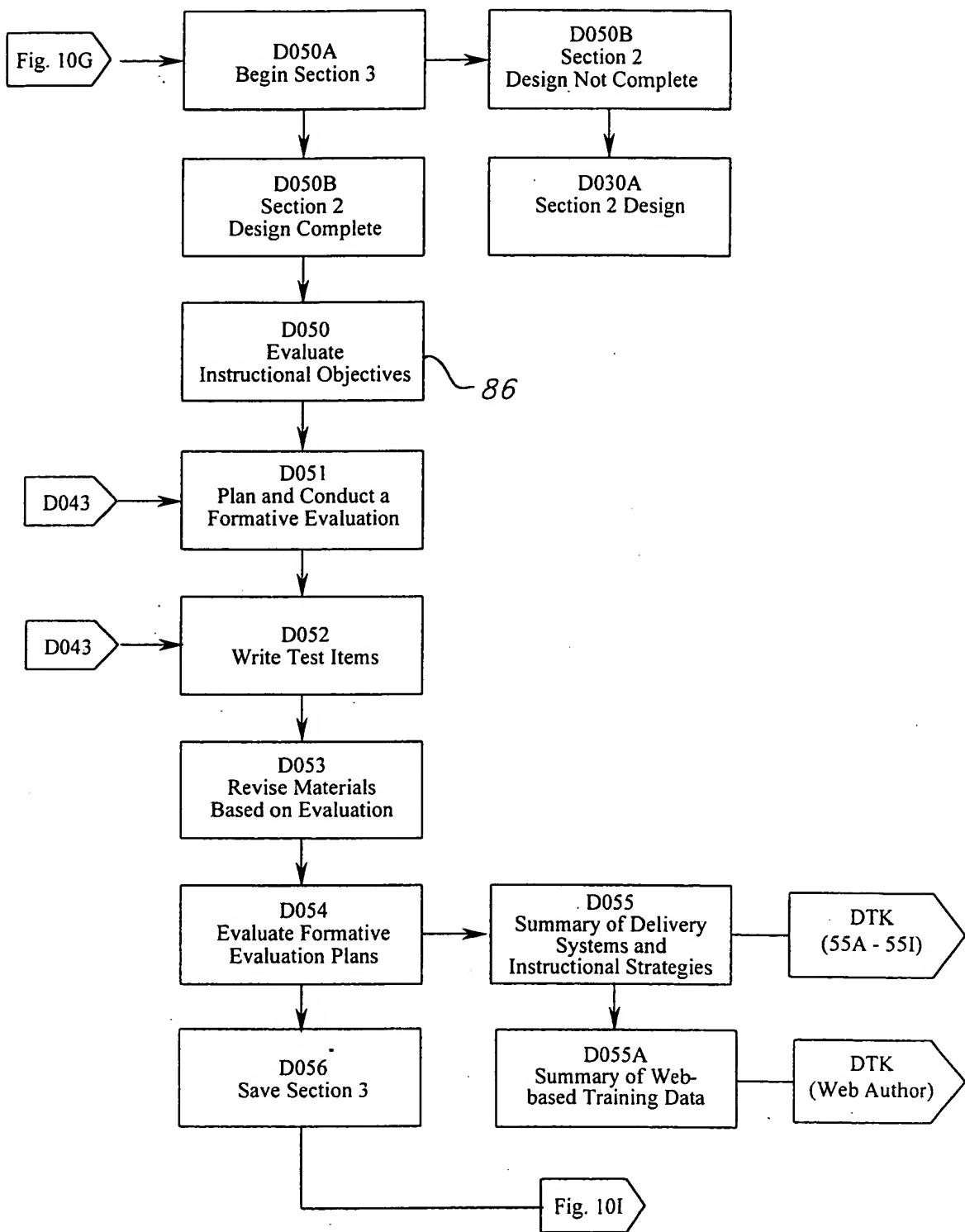


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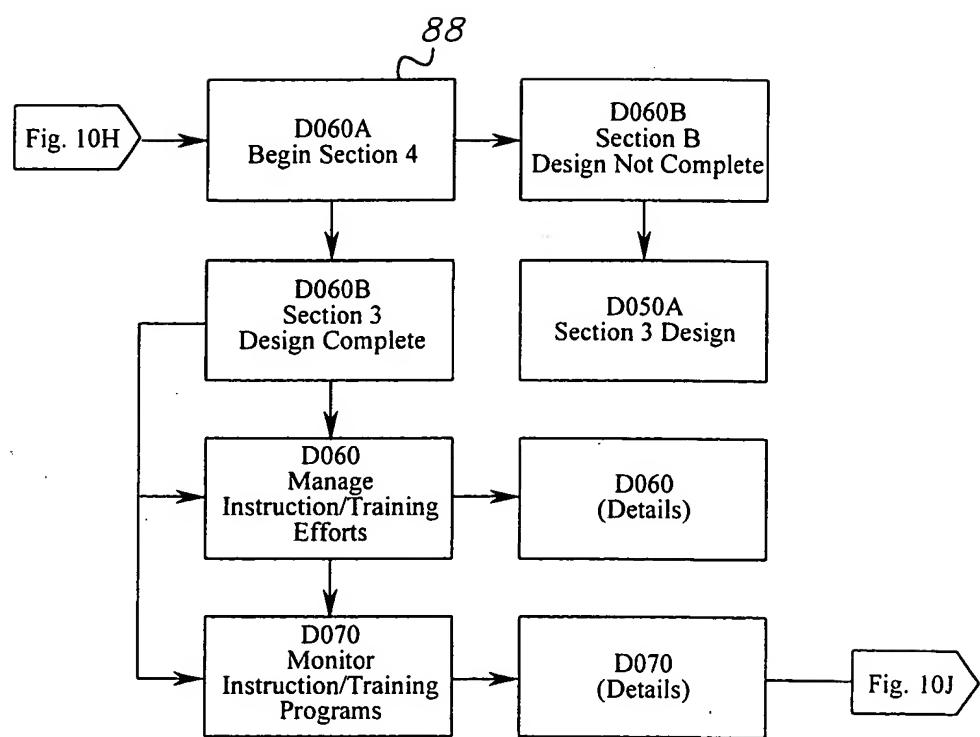


Fig. 10I

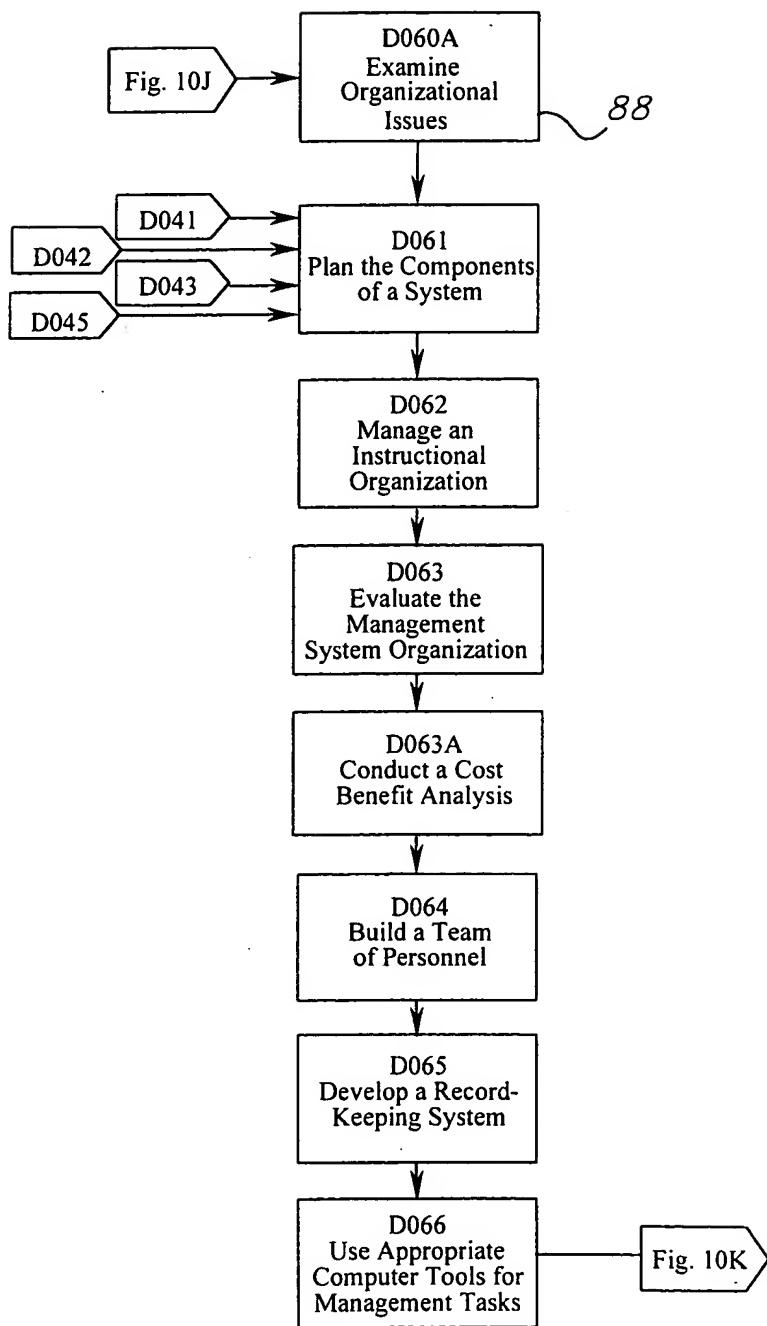


Fig. 10J

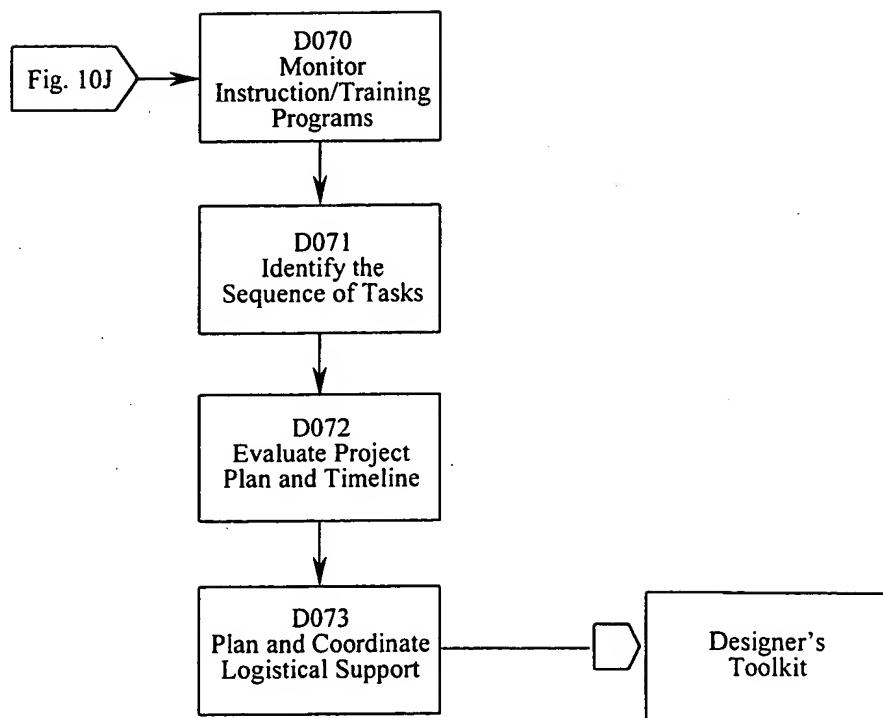
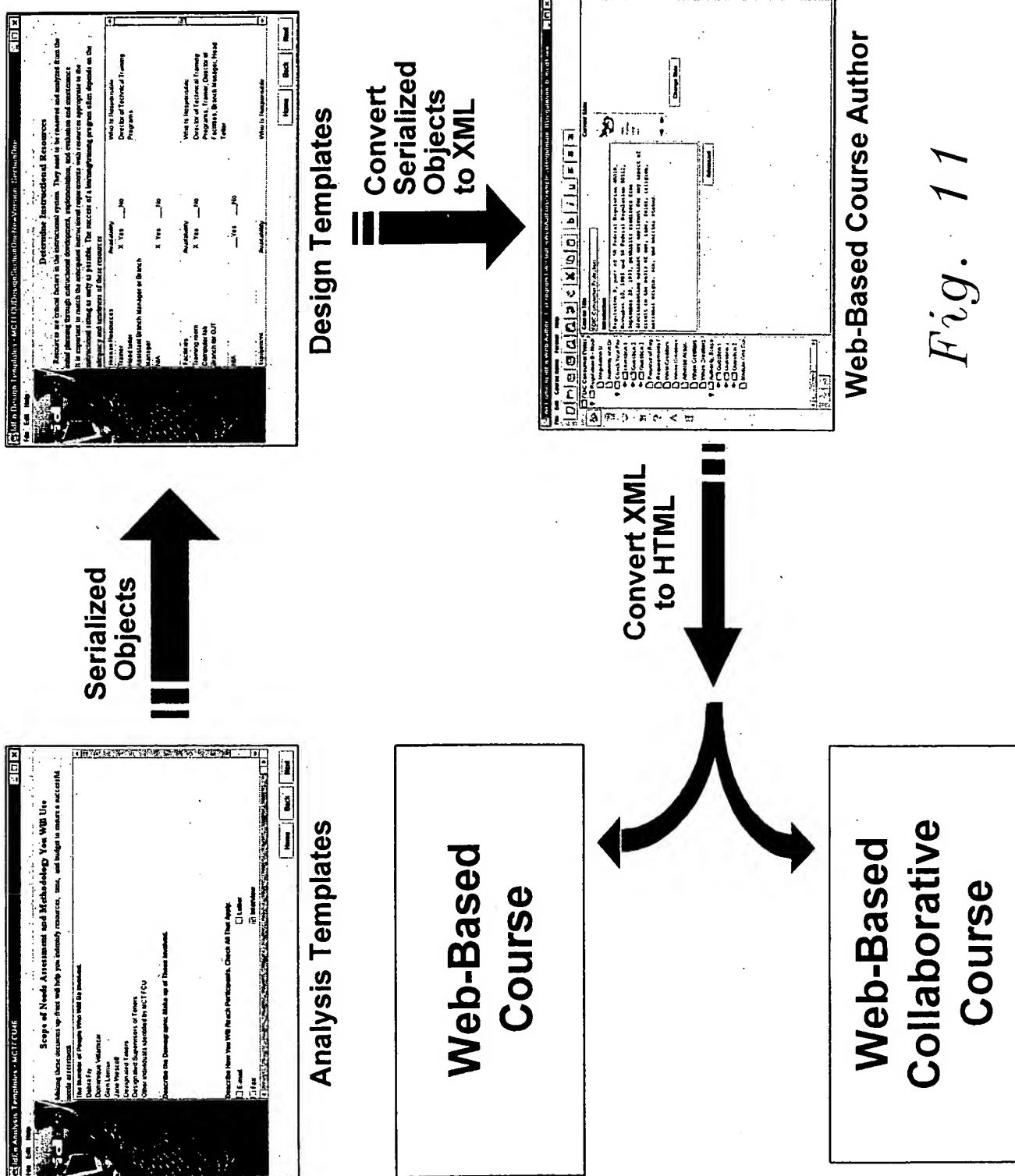


Fig. 10K



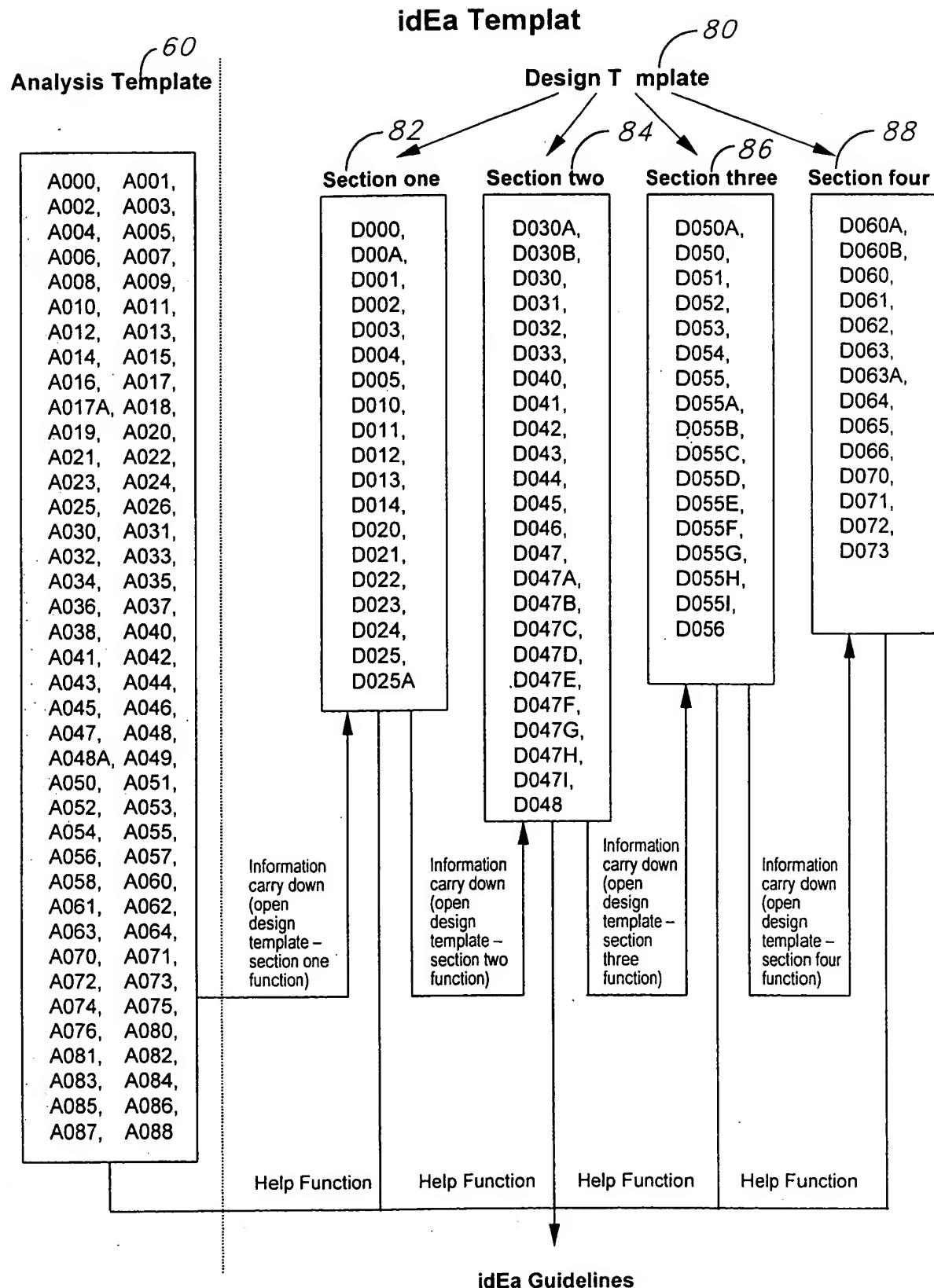


Fig. 12A

Analysis Templates

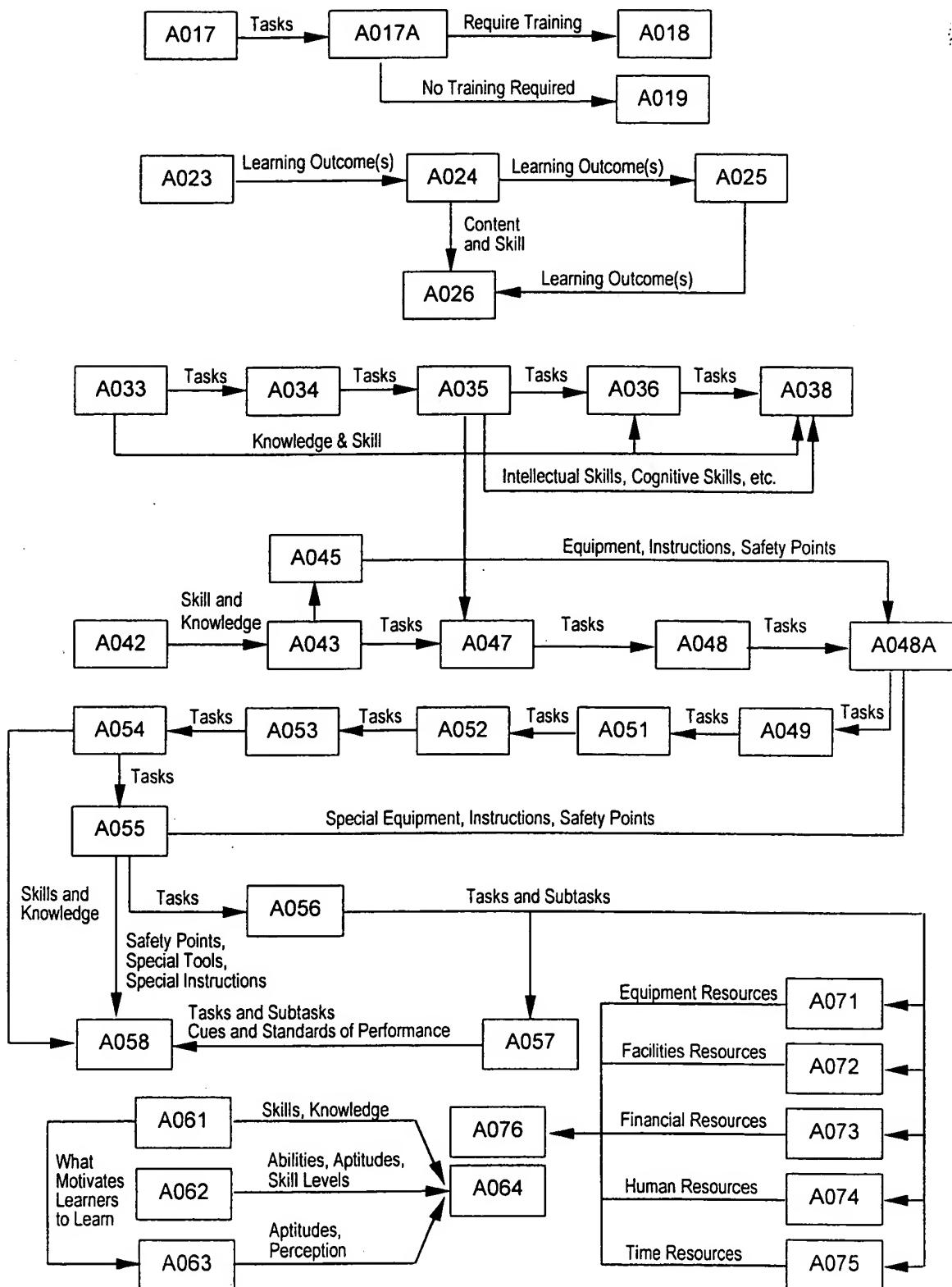


Fig. 12B

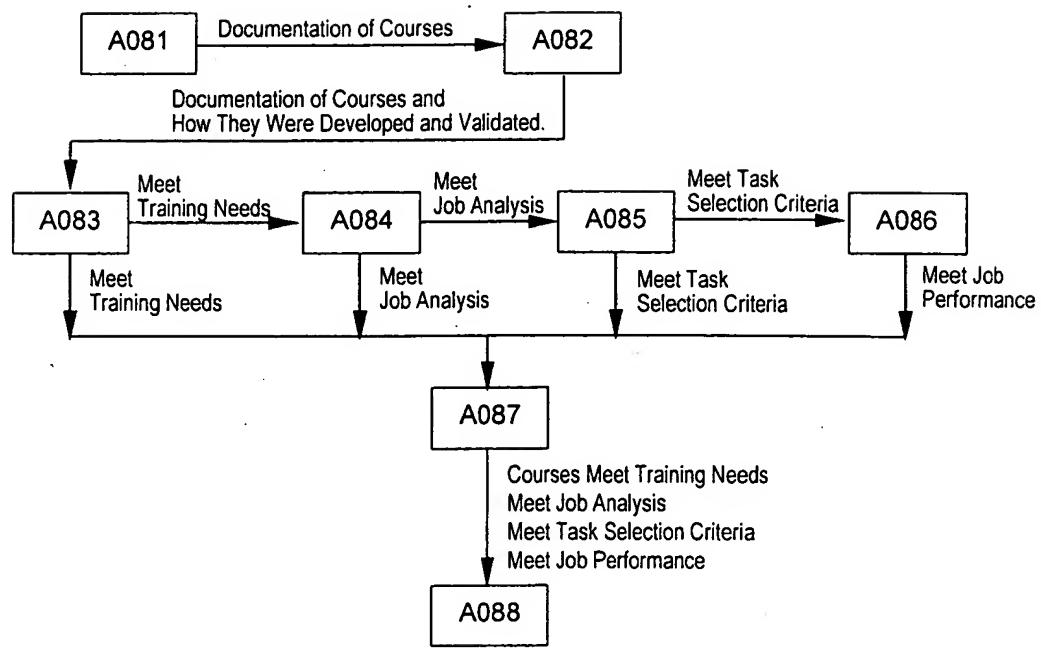


Fig. 12C

Design Templates

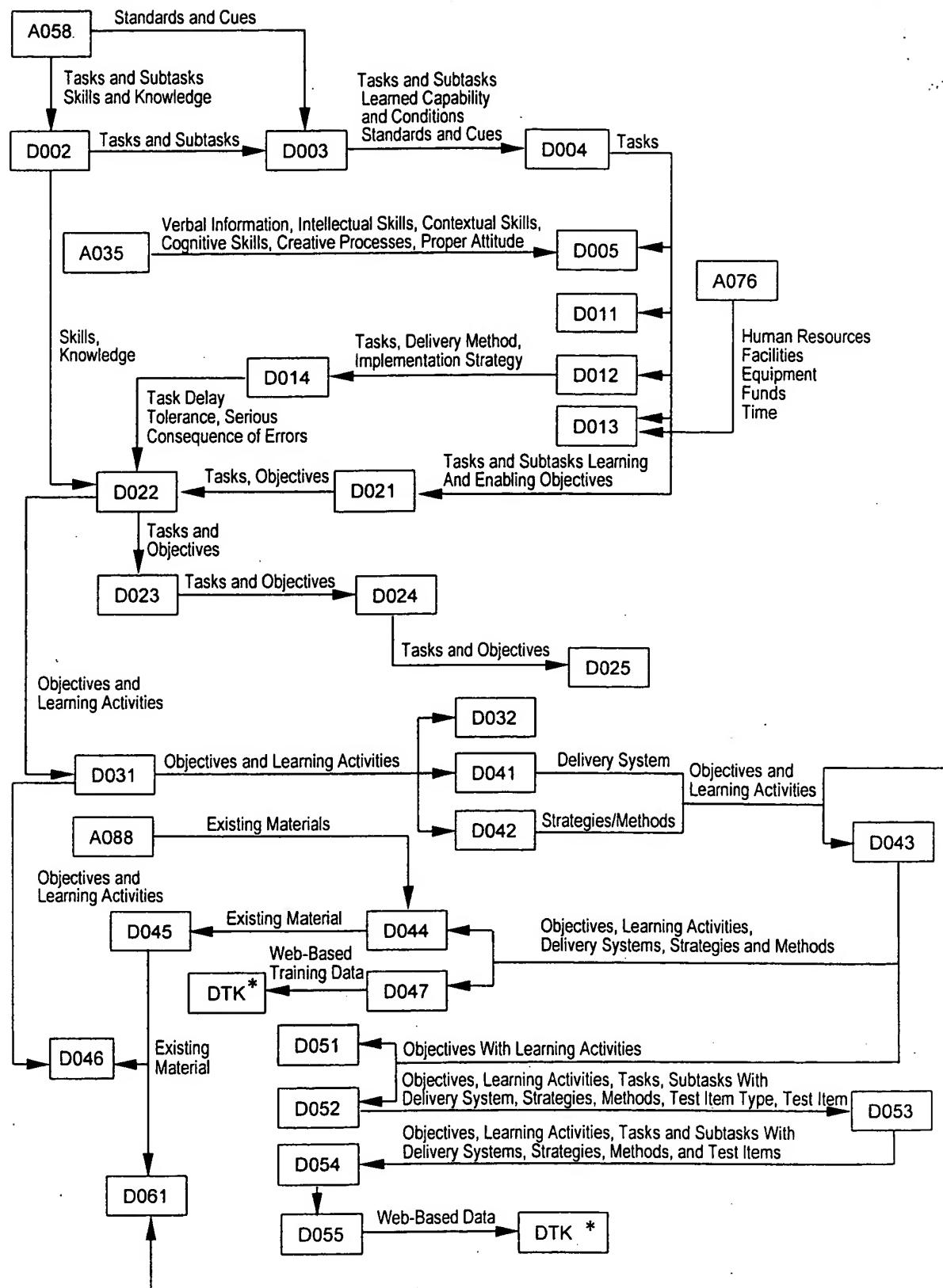


Fig. 12D

*

Web-Based Training	47A	55A
Video-Based Training	47B	55B
Distance Learning	47C	55C
Interactive Courseware	47D	55D
Simulation-Based Training	47E	55E
Multimedia	47F	55F
Job Performance Aids	47G	55G
Virtual Reality	47H	55H
Instructor-Led Training	47I	55I

Fig. 12E

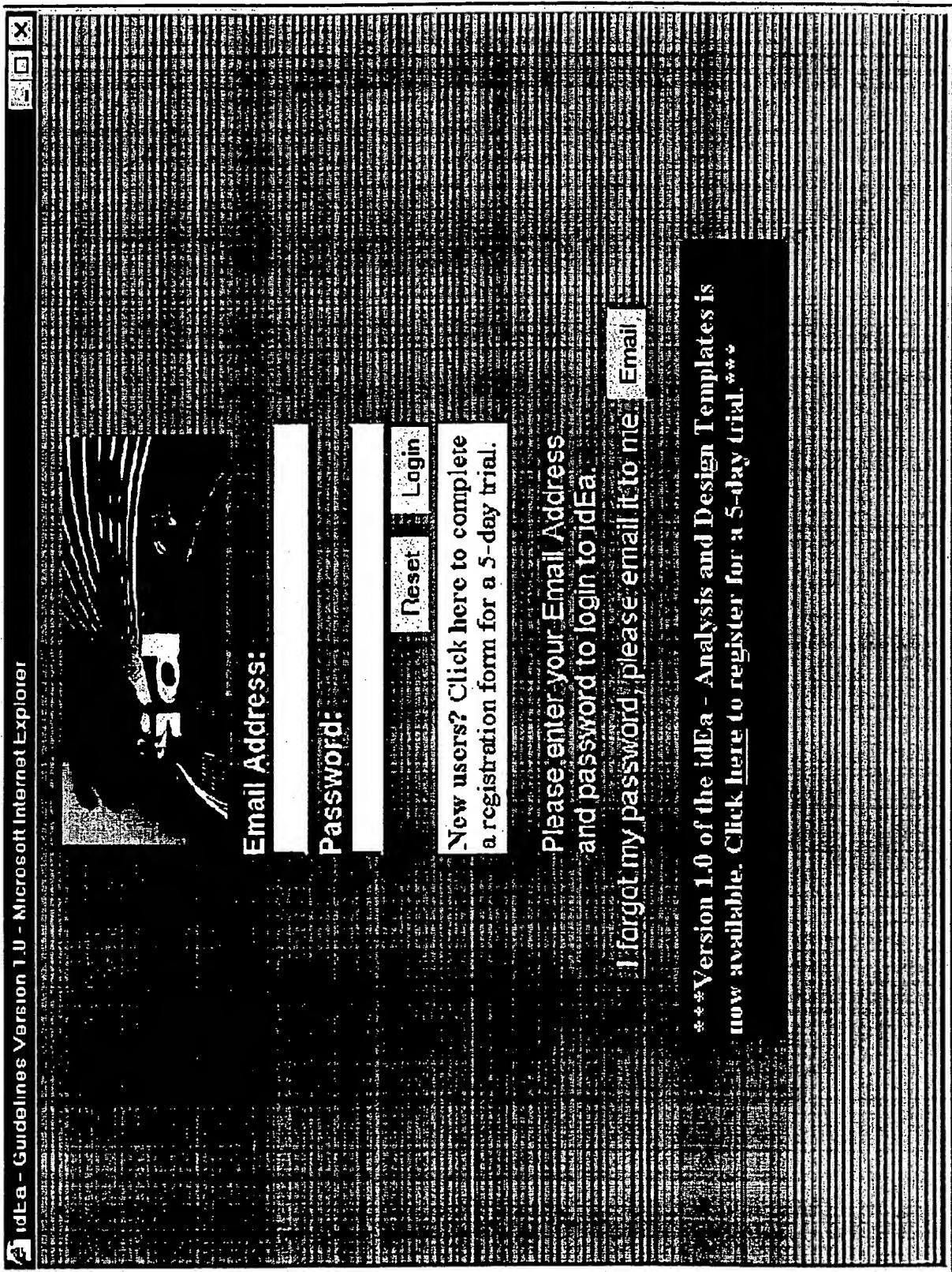


Fig. 13A



Welcome to idEA™

Welcome to idEA!
Let me give you a quick tour to help you use the full power of idEA



102 → **process**

104 → **after**

110 → **glossary**

120 → **help**

122 → **xit**

54 →

idEA

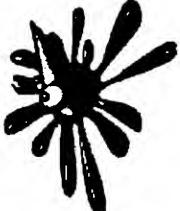
Analysis · Design · Development
· Implementation · Evaluation

Fig. 13B

idEA - Guidelines Version 1.0 - Microsoft Internet Explorer

Analysis · Design · Development
· Implementation · Evaluation

Analysis – An ID Process Button



Analysis

When you click on *Analysis*, you go directly to the *Analysis* phase of the Instructional Design Process. Analysis involves identifying problems and solutions, learning about the individuals who will be trained and analyzing the course content. If you try it now, click the *Return* button on the left to come back here.

idEA

home

about

return

bookmark

process

files

glossary

help

art



Fig. 13C

• Analysis • Design • Development
• Implementation • Evaluation

What is the Instructional Design Process?

The instructional design process is a guideline or procedure for designing and developing a lesson or course of instruction. It refers to procedures or steps to guide you through the design and development of curriculum. The full instructional design (ID) process begins with identifying a need for learners to learn a new set of knowledge or skills and proceeds through building and even teaching the course, finding out whether learners learned what they need, and improving the course to get better results.

Instructional design models are used today by instructional designers to improve learning by taking advantage of new technologies, new theories and research findings in learning and instruction.

Today, cognitive theory has an impact.

Instructional design processes integrate combinations of resources (learners, facilitators and instructors) materials, environment, software, facilities, techniques

Fig. 1 3D

idEA - Guidelines Version 1.0 - Microsoft Internet Explorer

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idEA - Bookmark - Microsoft Internet Explorer

idEA - Bookmark - Microsoft Internet Explorer

Bookmark for
dharris@pisglobal.com

Add current page

Page Title

process?

Examples of Action Verbs for
Classifying/Recognizing Patterns
Objectives

Prioritize Objectives
Decision Tables
The ID Process Buttons
Delete | Print

WR

The instructions developing a lesson plan guide you through the ID process of knowledge or finding out what gets better results.

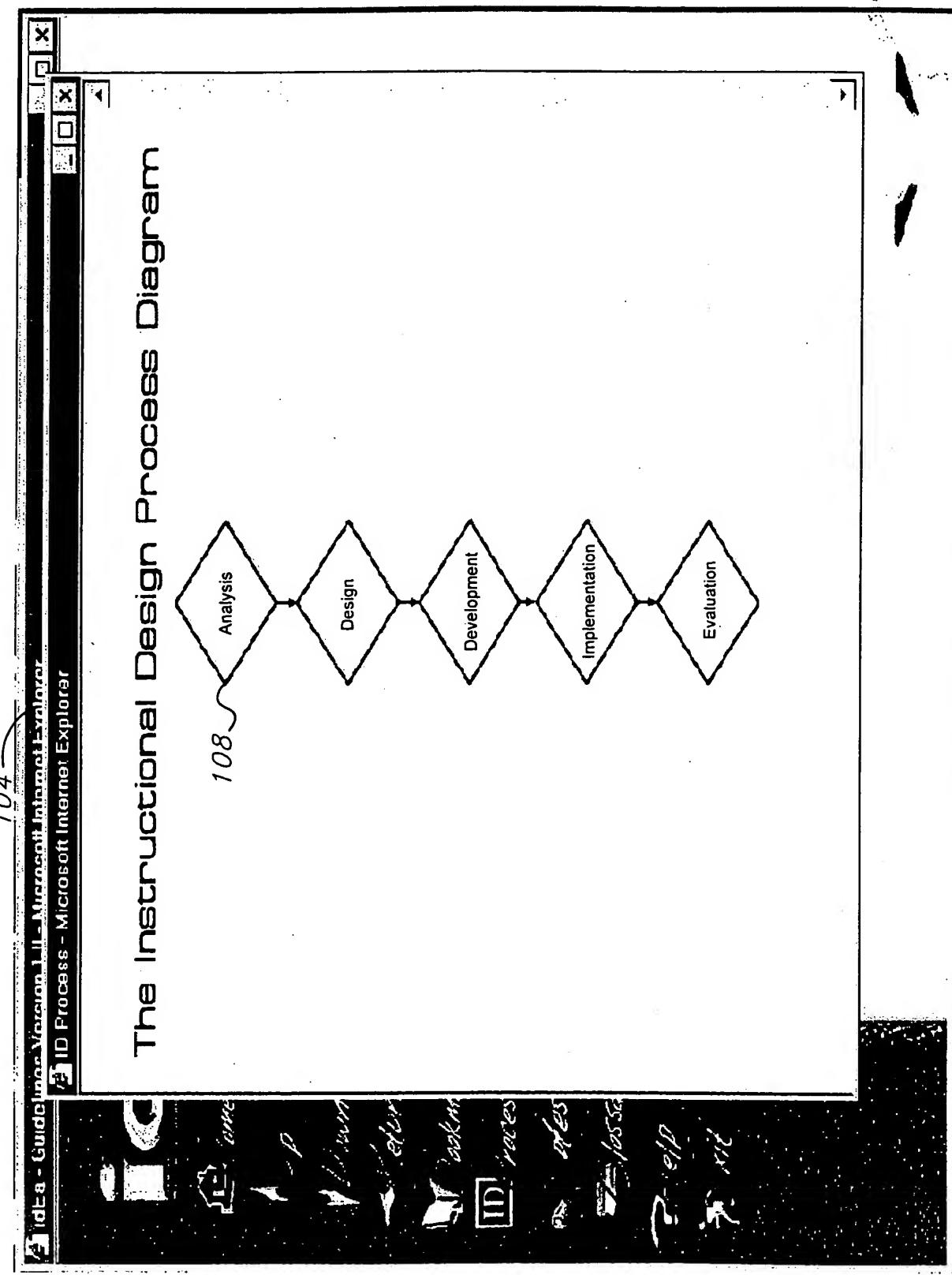
Instructional design learning by taking advantage of new technologies, new theories and research findings in learning and instruction.

Today, cognitive theory has an impact.

Instructional design processes integrate combinations of resources (learners, facilitators and instructors) materials environment software facilities) techniques

Fig. 13E

Fig. 13F



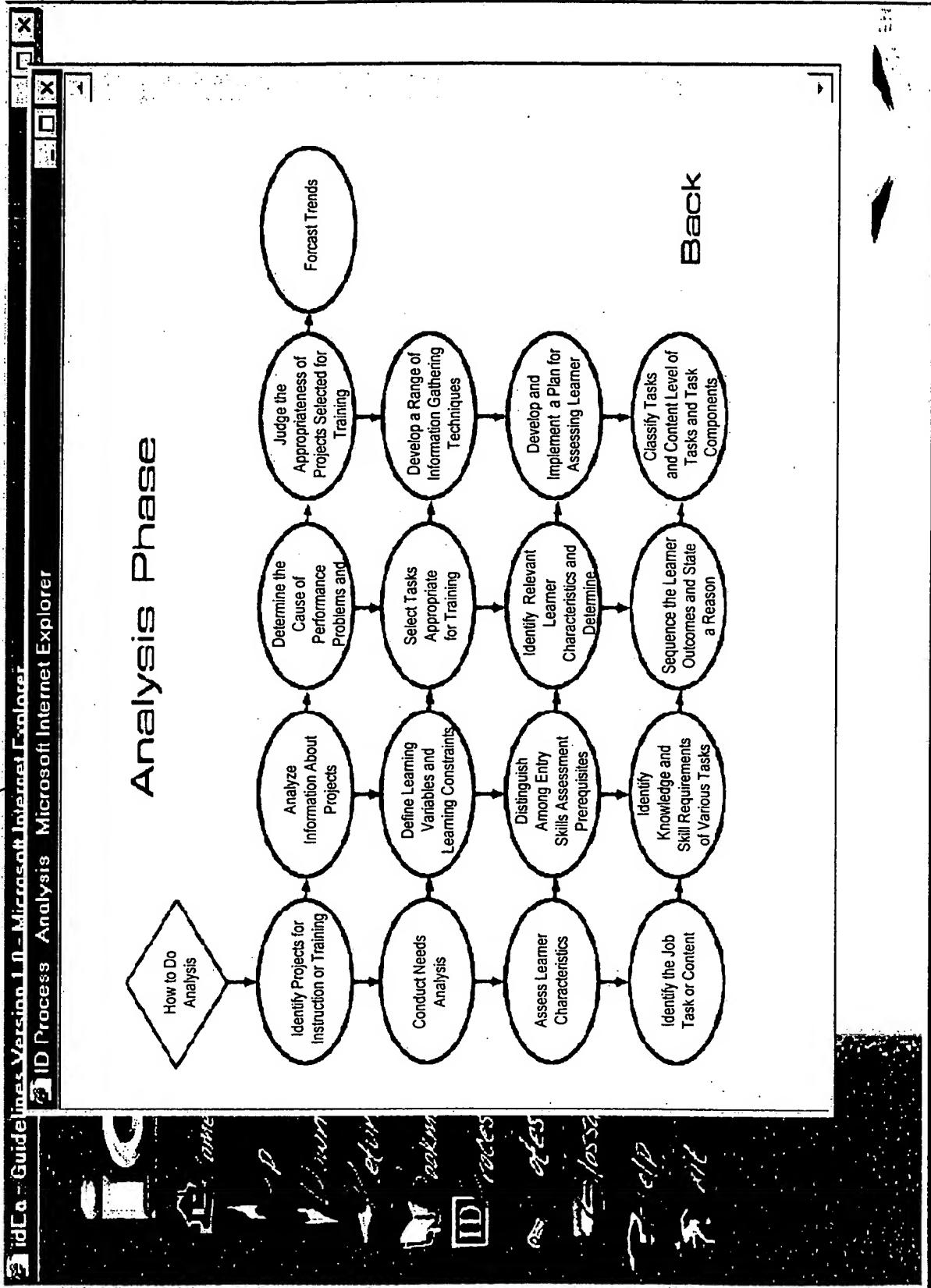


Fig. 13G

110

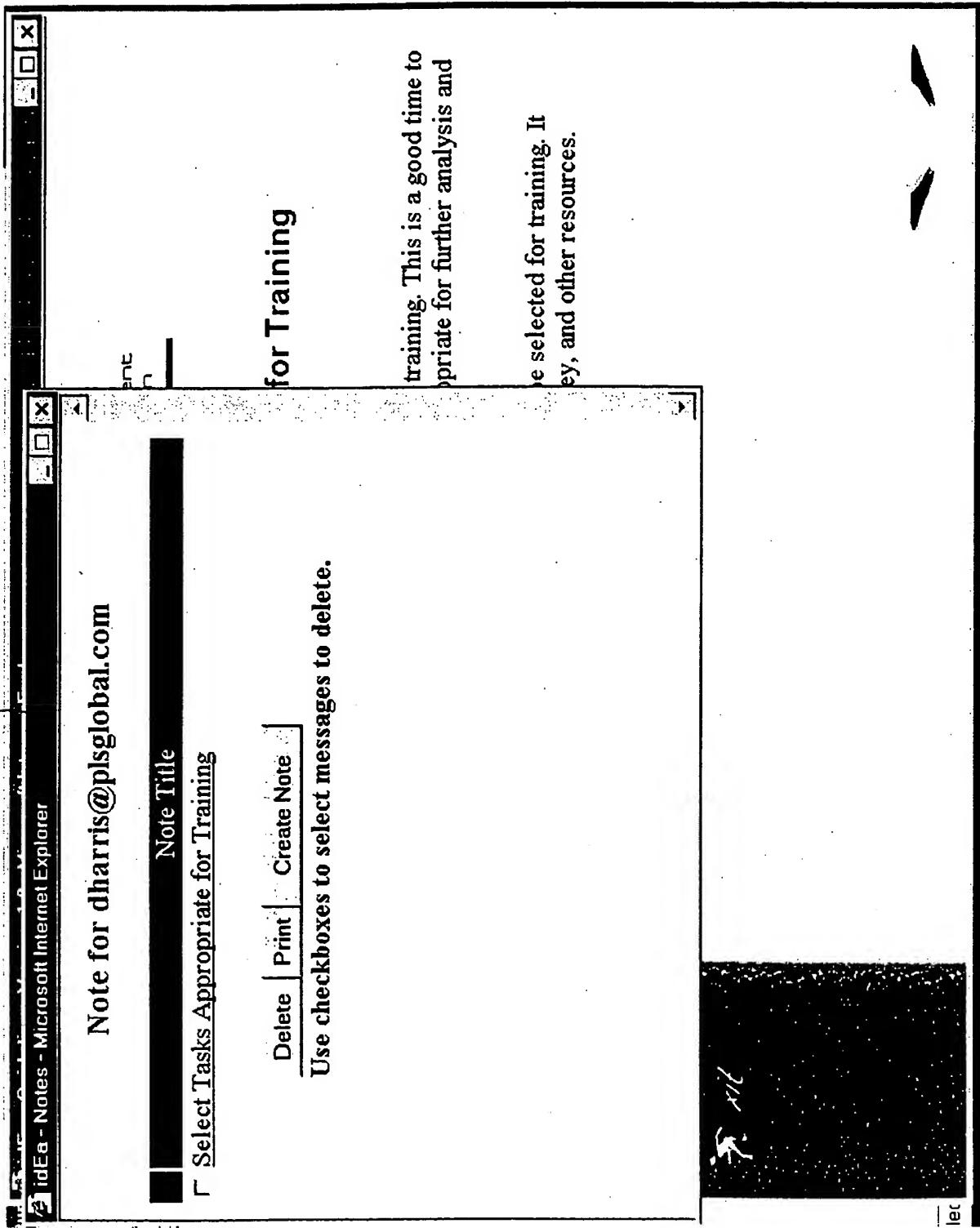


Fig. 13H

110

110

Note for dharris@plsglobal.com

Title: Select Tasks Appropriate for Training

It is highly unlikely that you will select all tasks for training. This is a good time to check and be sure that the tasks you select are appropriate for further analysis and instructional development.

There are good reasons why every task should not be selected for training. It would be wasteful in terms of time, personnel, money, and other resources.

for Training

This is a good time to appropriate for further analysis and

selected for training. It

ey, and other resources.

Save **Delete** **Print** **Back to Note List**

131

Fig. 131

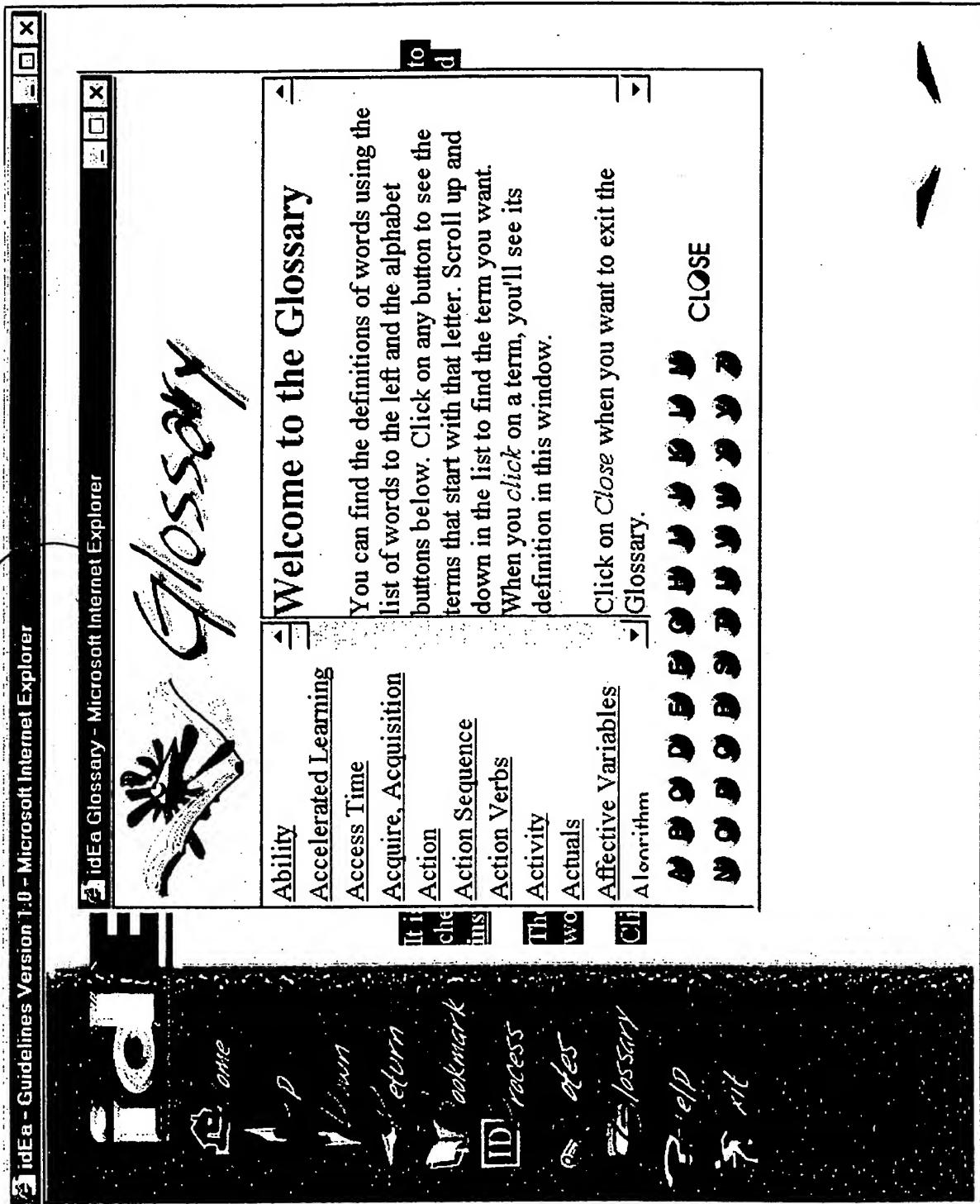


Fig. 13J

Fig. 13K

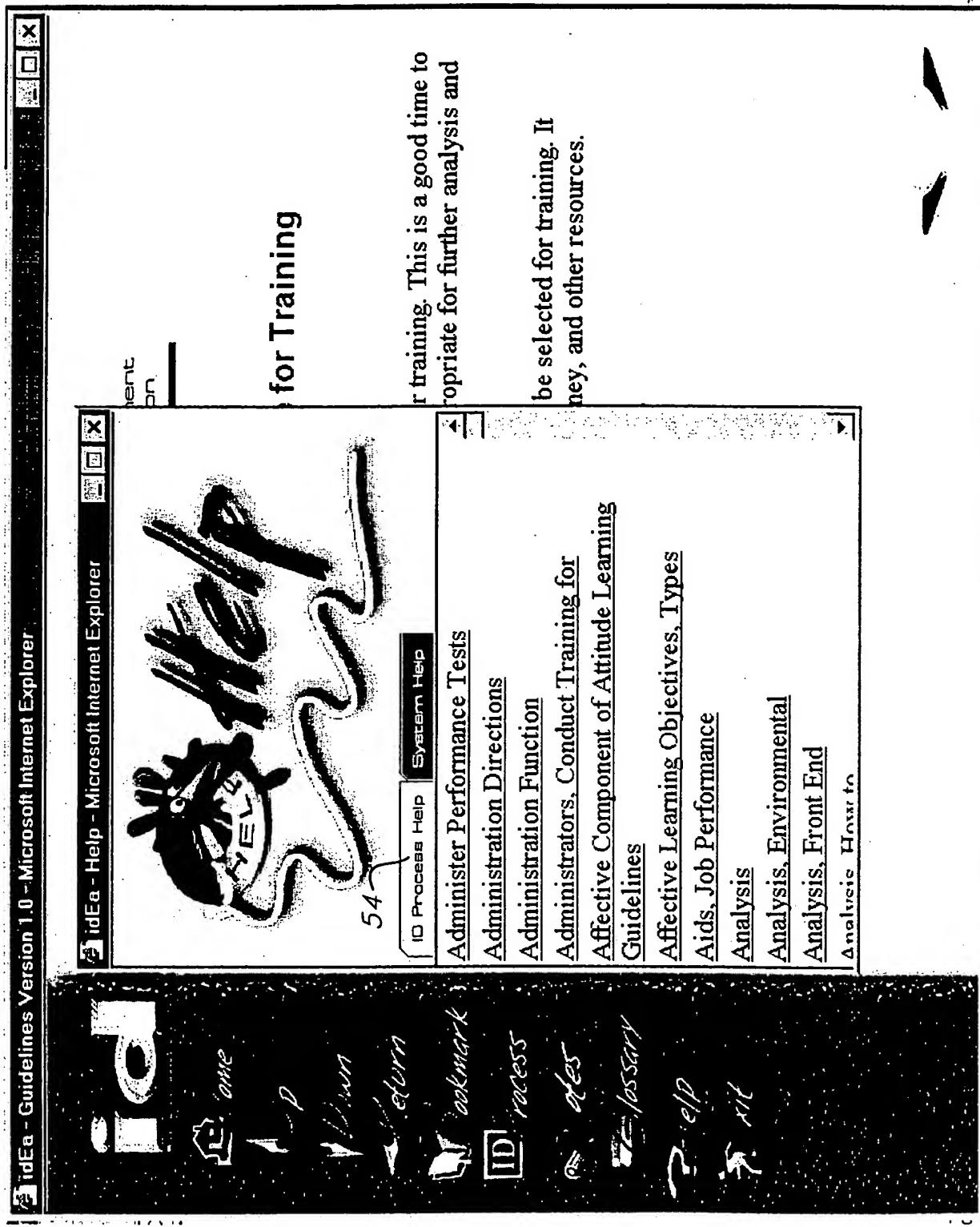


Fig. 13L

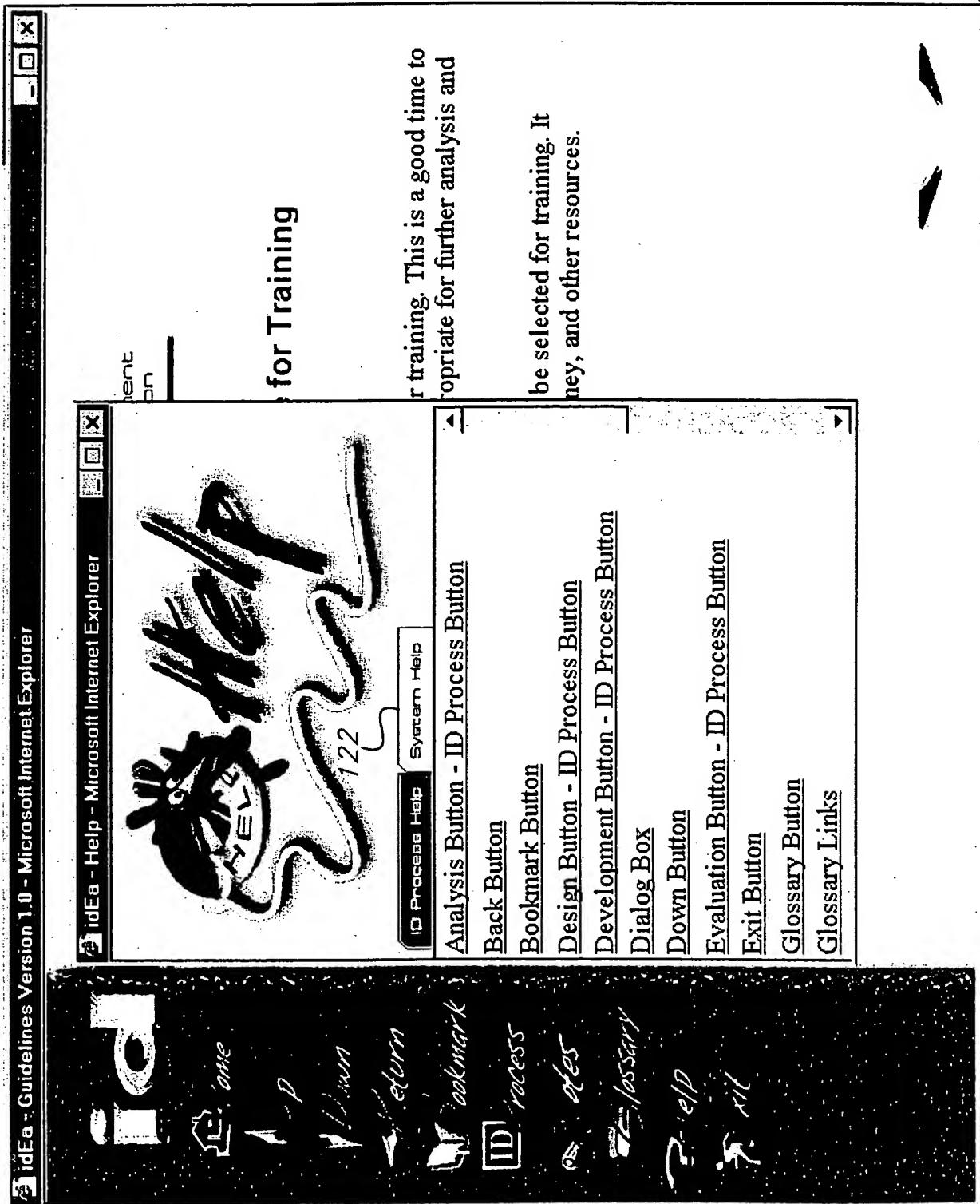


Fig. 13M

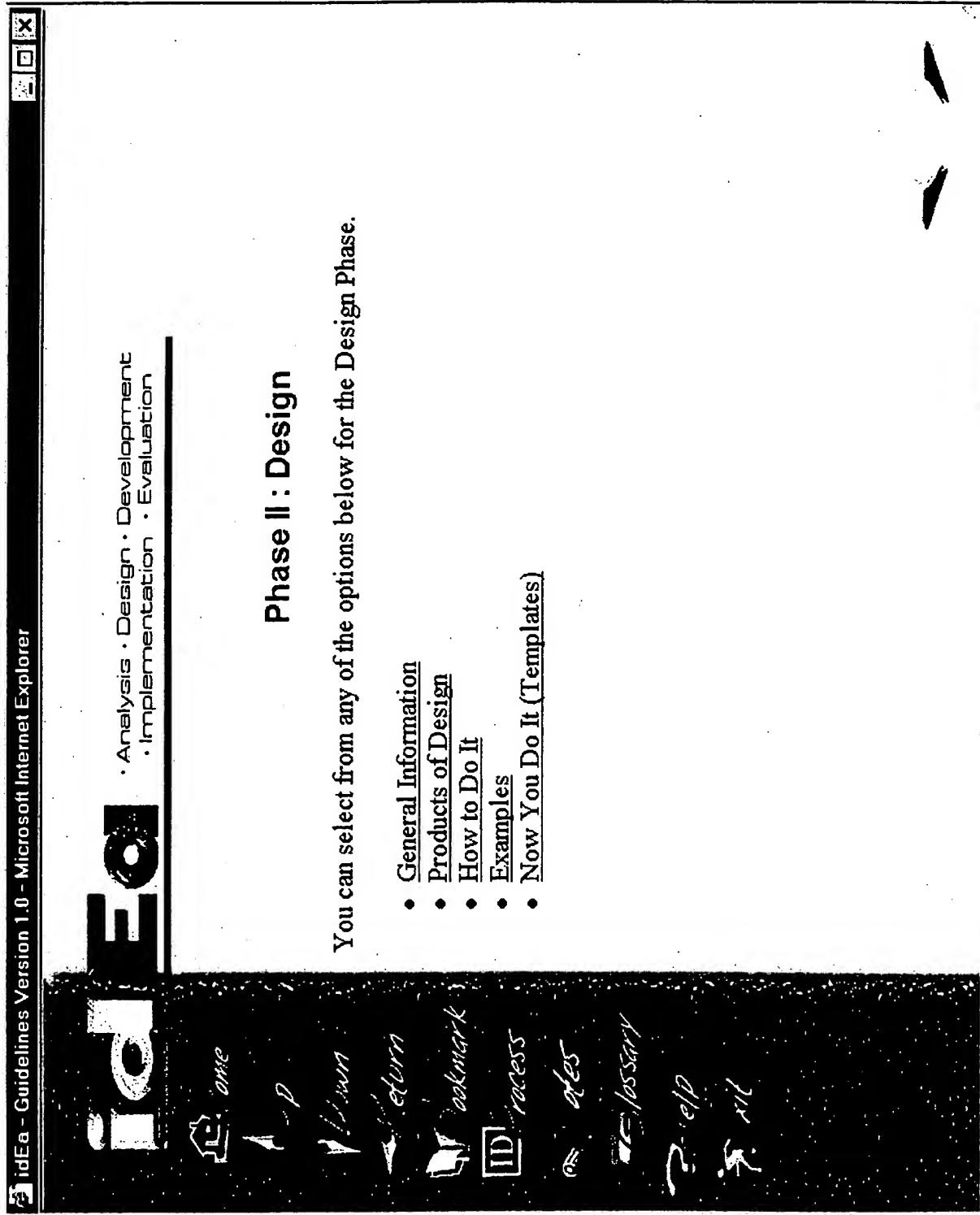
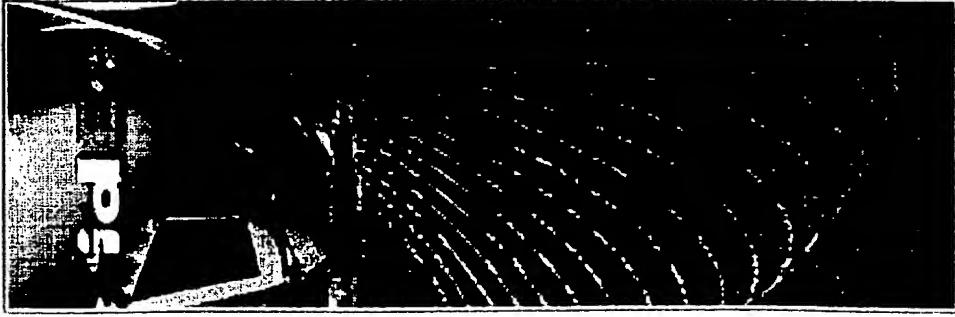


Fig. 13N



Do An Analysis

This section helps you complete an analysis for your own training programs. What would you like to do?

Needs Assessment

Needs Analysis

Education Analysis

Learning Analysis

Job Analysis

Task Analysis

Learner Analysis

Resource Analysis

Existing Materials Analysis



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Fig. 14A

IdEA Analysis Templates - MCTFCU46

File Edit Help



Needs Assessment

Needs assessment begins with identifying the problem or need. For training, you are looking for instructional needs - lack of skills, knowledge and attitudes required to perform an activity, task, or job adequately. Use the following templates to help you complete your needs assessment.

Determine the purpose and use of needs assessment

Decide on the scope of needs assessment and methodology

Decide whose needs are to be assessed

List all the people involved in the needs assessment

Decide who will perform the needs assessment

Determine the best method for the assessment

Conduct the assessment

Develop the needs assessment report



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Fig. 14B

Scope of Needs Assessment and Methodology You Will Use

Making these decisions up-front will help you identify resources, time, and budget to ensure a successful needs assessment.

The Number of People Who Will Be Involved.

Debra Fry

Dominique Villamizar

Glen Lomax

Jane Wescott

Designated Tellers

Designated Supervisors of Tellers

Other individuals identified by MCTFCU

Describe the Demographic Make-up of Those Involved.

Describe How You Will Reach Participants. Check All That Apply.

E-mail

Fax

Interview

[Home](#)

[Back](#)

[Next](#)

Fig. 14C



Determine the Best Method for the Assessment

Decide whether or not to use each of the following methods for the needs assessment. Review the reason(s) for the needs assessment, the expected outcomes, the available resources and the amount of time - required and available for the assessment. Consider who will be involved and how they will be involved. Review what will be done with the information - how it will be used.

Focus Groups

Basis for Decision
Not appropriate for this task.

Yes No

How Information Will Be Used

Interviews

Basis for Decision

Yes No

How Information Will Be Used

There is a need to talk with supervisors, managers, trainers, and job holders to get the basic information about the job, tasks, skills, and supporting knowledge required. Once this information is gathered, reviewed, and analyzed, interviews are used in the process of verification, validation, and certification of the training to support the job.

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Fig. 14D

Design Templates

The Design Templates help you complete a design for your learning environment.

The design is critical to the successful outcome of a learning or training program. It is the blueprint or plan. If you spend the time here, you will be able to plan for most variables. If your design is well thought out and specific, development will proceed smoothly and quickly.

This section helps you complete a design for your own training programs.
what section within Design do you want to go to?

82

Section 1 - Develop and Sequence Learning Objectives and Activities

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Section 2 - Specify and Describe Instructional Strategies and Methods and Delivery Systems

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Section 3 - Evaluate Instructional Outcomes

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Section 4 - Examine Organizational Issues

Next

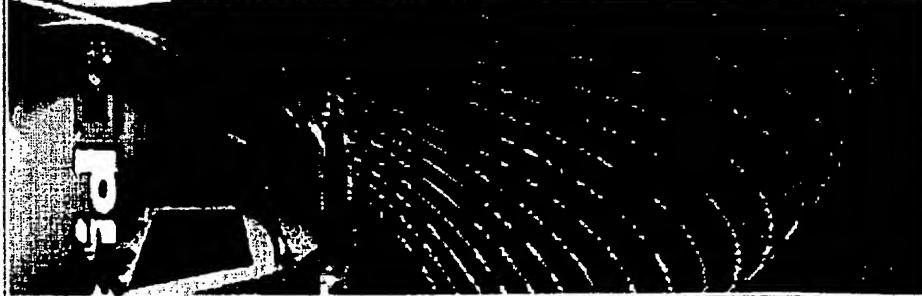


Fig. 15A

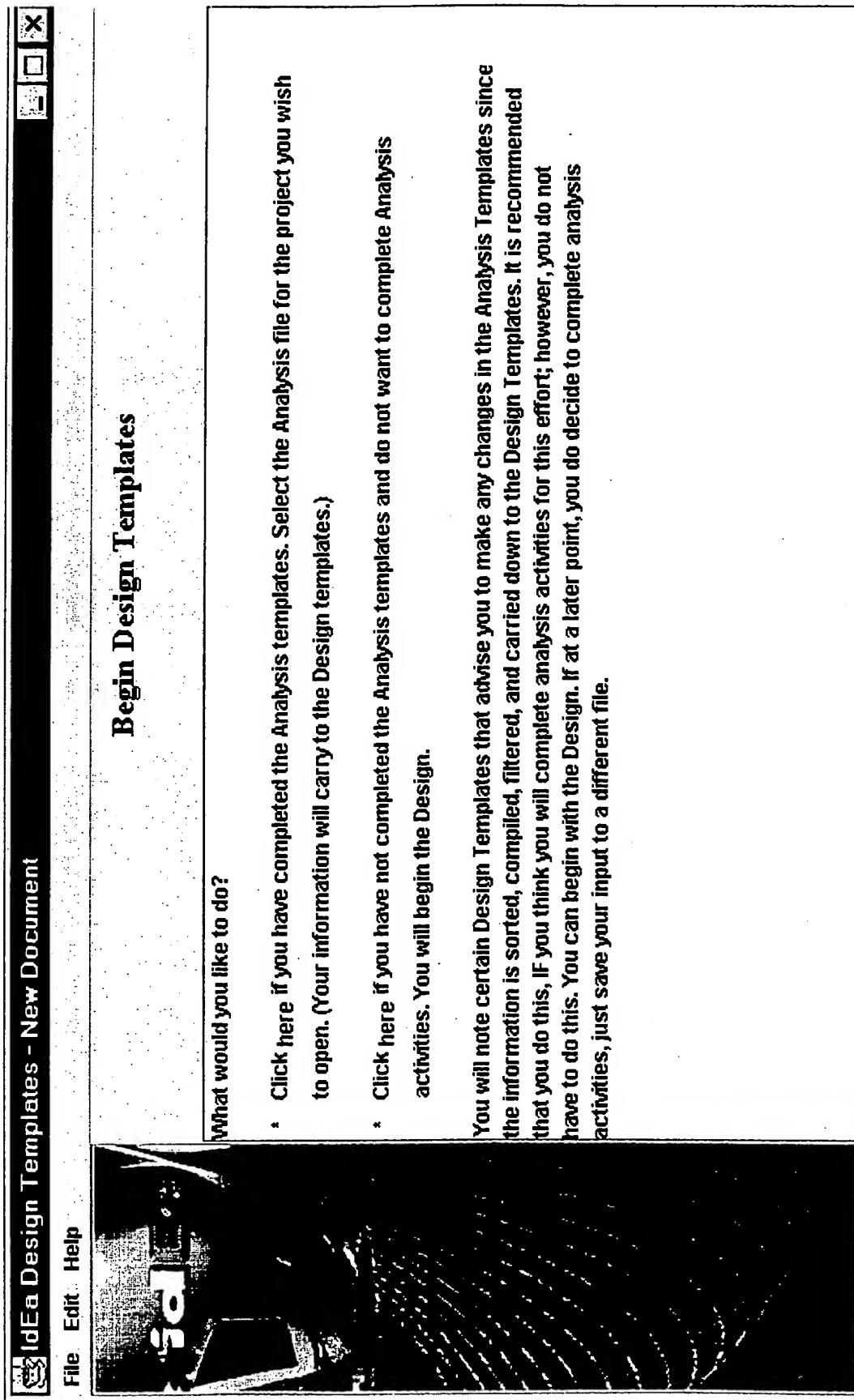


Fig. 15B

IdEA Design Templates - MCTFCUDesignSectionOneNewVersion_SectionOne

File Edit Help

Develop and Sequence Learning Objectives

The first activity in the Design Phase is to develop objectives for every major item, and to correlate the learning environment with the performance objectives. Then you begin to sequence the objectives, instruction, and learning activities. You can use the templates to help you with the following tasks.

- Develop Learning Objectives
- Correlate the Learning Environment with the Performance Objectives
- Sequence Instruction, Learning Activities, and Objectives

Home Back Next



Fig. 15C



Develop Learning Objectives

The first activity in the design phase is to develop objectives for every major item - a task, skill, knowledge, etc. - identified for training in the Analysis Phase. The objectives should be consistent with the instructional need.

Learning objectives state exactly what learners are expected to do to demonstrate mastery of the content. They express the expected behaviors or performance once the learning or training is complete. They do not describe learning activities. They are based directly on job performance measures or on learning requirements. Use the following templates to help you write objectives.

- Write Objectives

- Distinguish Objectives from Goals

- Write Performance Objectives

- Judge Statements of Learning Outcomes

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Fig. 15D

File Edit Help

Write Performance Objectives

Performance objectives - terminal and learning performance objectives and enabling objectives - define what learners must be able to do at the end of the learning.

Task1 Follow appropriate cash handling procedures.

Learned Capability Count cash three times.

Conditions

Given the daily routines in the branch.

Members count cash three times using the cash ticket and having the member sign the deposit slip, particularly when the member is getting cash back, with 85% accuracy. Initially as teller level 1, they receive assistance.

Standards

Tellers follow all starting the day procedures with 85% accuracy.

Tellers follow all closing the day procedures with 85% accuracy.

Cues

Members come to the teller window and as part of the member's transactions, they count cash to give to the member.

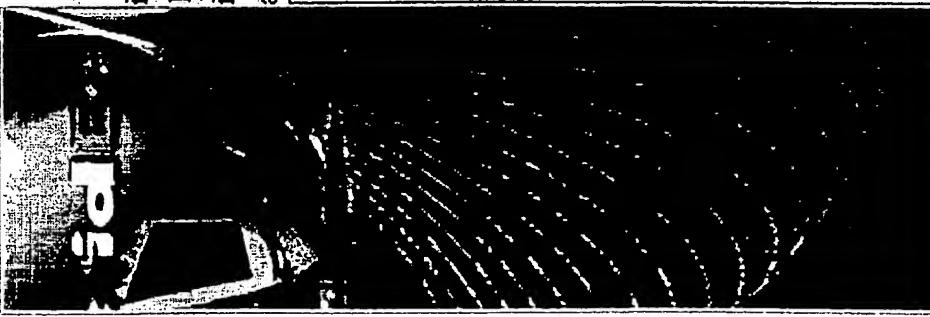
As part of the starting the day procedures, tellers login to Symitar and purchase cash from the vault. They also set up the cash drawer with no more than \$20,000 and position the bait money.

Tellers follow end of the day procedures, and verify and strap currency, and handle end of the day cash procedures.

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Fig. 15E



Determine Instructional Resources

Resources are critical factors in the instructional system. They need to be reviewed and analyzed from the initial planning through instructional development, implementation, and evaluation and maintenance. It is important to match the anticipated instructional requirements with resources appropriate to the instructional setting as early as possible. The success of a learning/training program often depends on the adequacy and timeliness of these resources.

Human Resources	Availability		Who Is Responsible
	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Trainer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Director of Technical Training Programs
Head teller	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Assistant Branch Manager or Branch Manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Facilities	Availability		Who Is Responsible
Training room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Director of Technical Training Programs, Trainer, Director of Facilities, Branch Manager, Head Teller
Computer lab	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Branch for OJT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Equipment	Availability		Who Is Responsible
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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Fig. 15F

IdEA Design Templates - MCTFCUDesignSectionOneNewVersion_SectionOne

File Edit Help

Working with the Templates

Using Analysis Templates

Two of the main decisions about learning outcome specification are:

Subtask 2

Subtask 3

Specifying learning outcomes requires achieving learning outcomes. Be sure the activities you can perform. Select the Template for the activity you would like to start with.

1. Click on the Analysis Templates icon.

2. The first screen lists nine types of Analysis activities you can perform. Select the Template for the activity you would like to start with.

3. Click Next.

4. You can now begin that Analysis activity. Notice a series of activities you can perform. These should be completed in the order presented. As you complete each Template and each activity within the Template, the program will filter, sort, weight, and compile your information, and carry it forward throughout the Analysis and Design Templates. If you do not provide information early on in the process, you will be asked to provide it later.

CLOSE

within one month on the job, with assistance.

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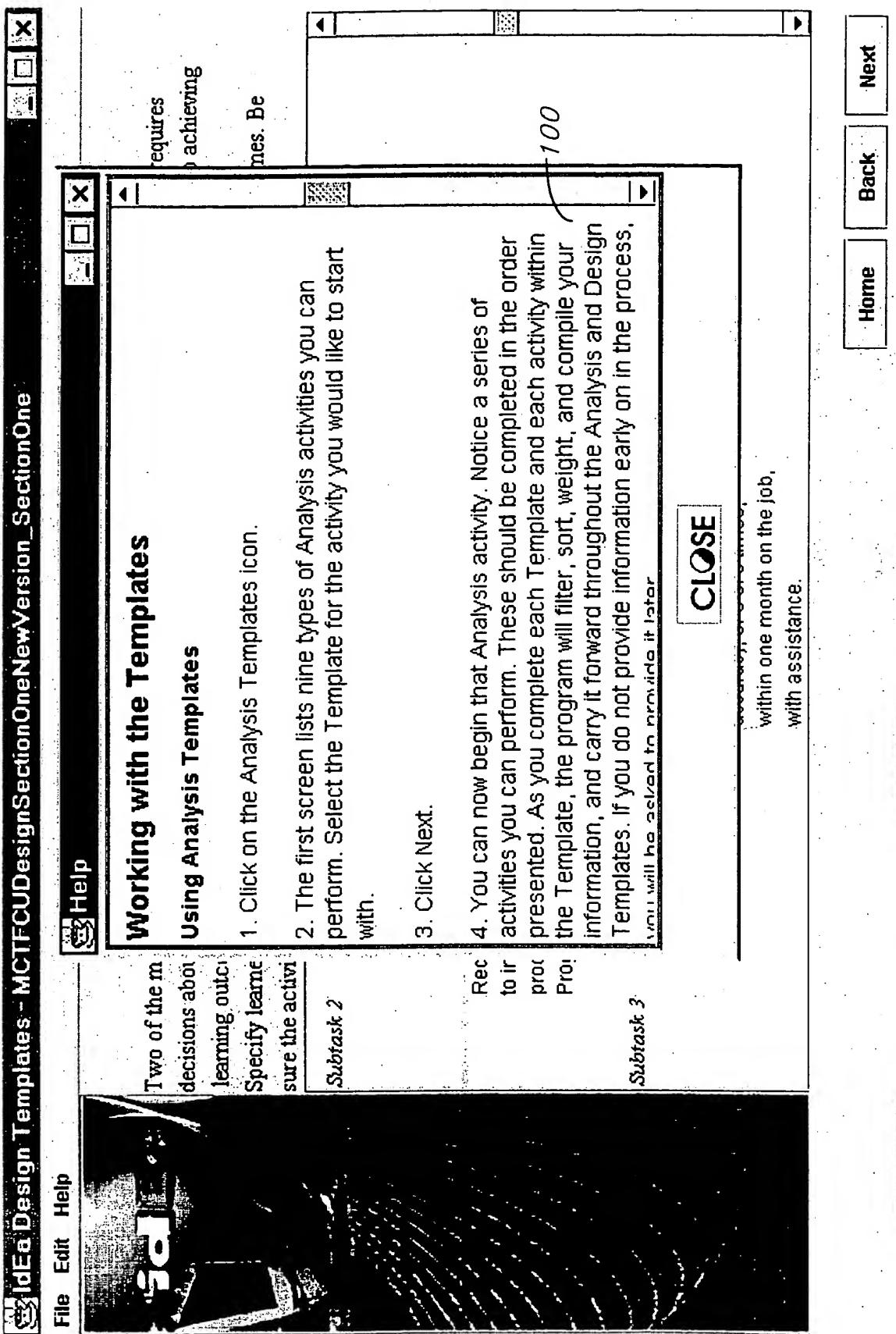


Fig. 15G

idEA Design Templates - New Document

File Edit Help



Ending and Closing Section 1 of the Design Templates

You have completed Section 1 of the Design Templates – Develop and Sequence Learning Objectives. You are now ready to proceed to Section 2.

However, there are some logistical tasks you must complete before moving on. The Design Templates are very robust in the work they allow you to do. They perform a lot of computations and compilations based on the decisions you make and the information you input. The Templates have been divided into four section in order to make your work easier and give you more flexibility. The Templates are able to process a lot of information more quickly in this format.

Since you have completed a great deal of work, it is very important that you save it before continuing with Section 2. You will have the same flexibility to edit, change, and/or print as you have with the Analysis Templates. The information you entered here will be available to you in Section 2 in its compiled form so you can continue with instructional strategies and methods – but only if you **SAVE** it. If you close without saving, your work and the work completed by the Templates will be lost.

Save your work – give your file a name. It will save as a text and an HTML file.

- Click here to save
- Click here to begin Section 2

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Fig. 15H

idEA Design Templates - New Document

File Edit Help

Design Templates – Section 2 Introduction

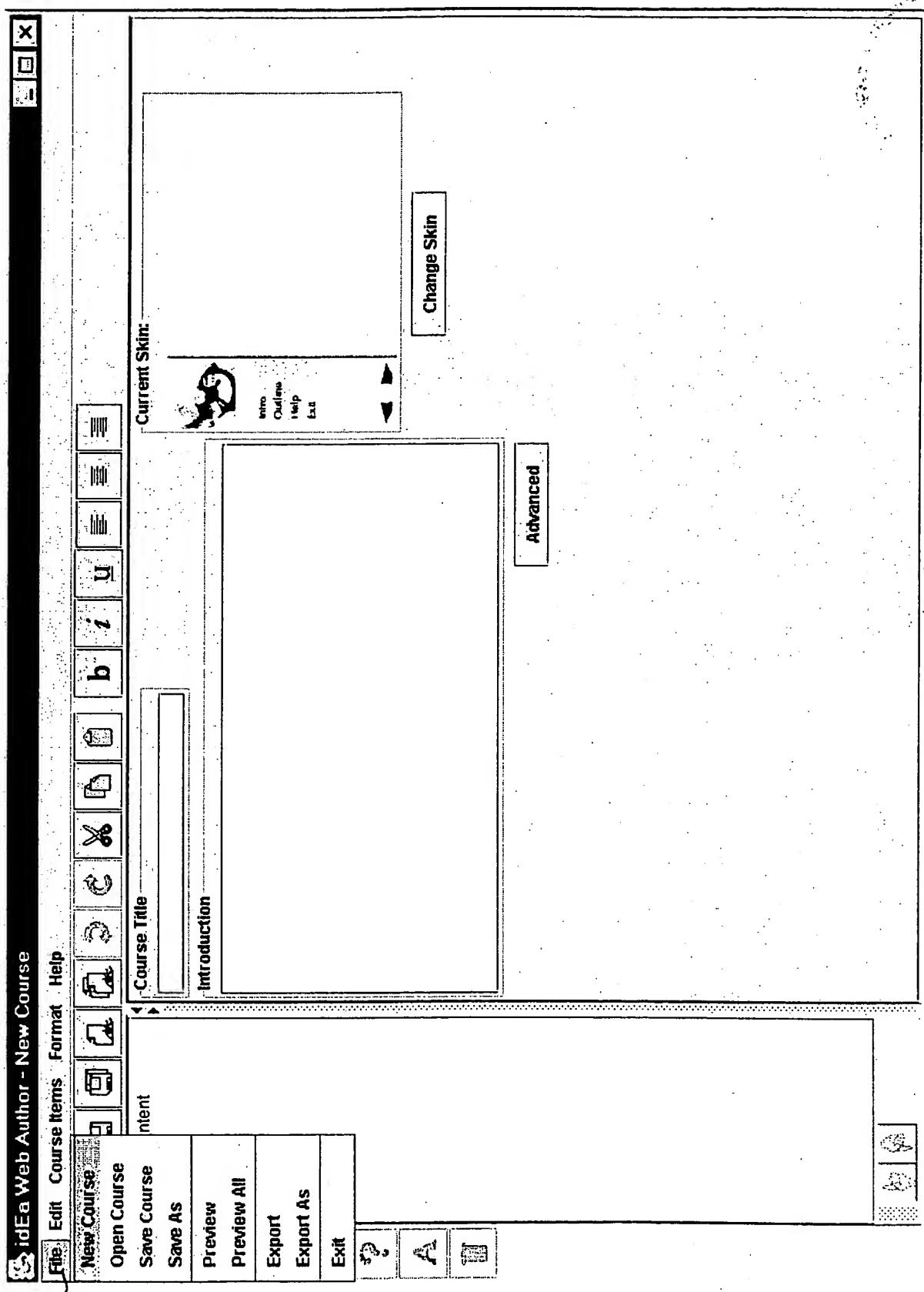
This section of Design Templates takes all the work you completed in Section 1 and that has been weighted and compiled by the Templates to produce sequenced performance objectives, learning activities, and instruction. The Templates in Section 2 will help you specify and describe instructional strategies and methods, and delivery strategies.

What would you like to do?

- If you have completed Section 1 of the Design Templates, click [here](#) to open the file where you saved your work for Section 1 and begin Section 2 of the Design Templates.
- If you have not yet completed Section 1 of the Design Templates you must do so before continuing with this Section. Click [here](#) to go to Section 1.

Home | **Back** | **Next**

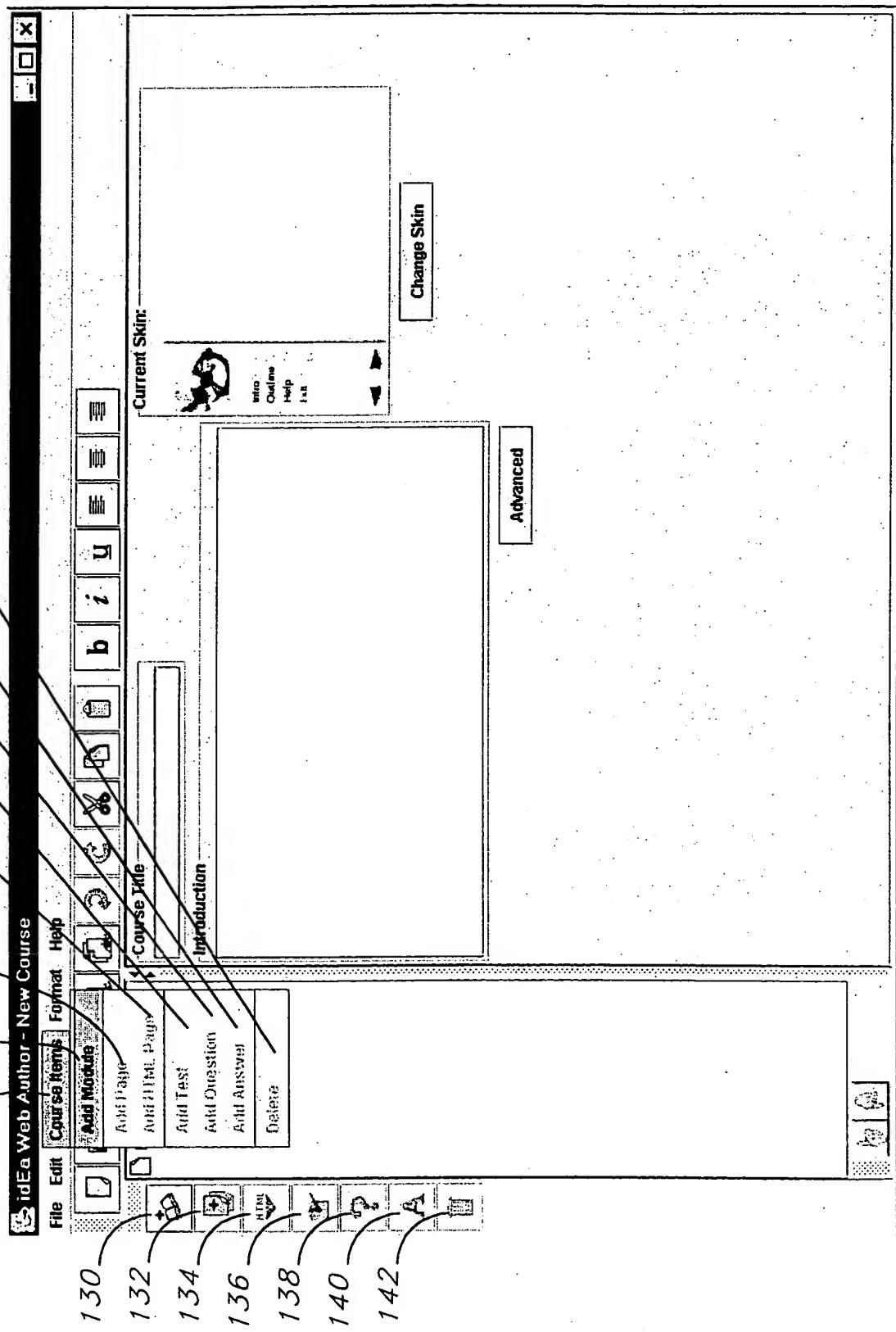
Fig. 15I



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Fig. 16A

Fig. 16B



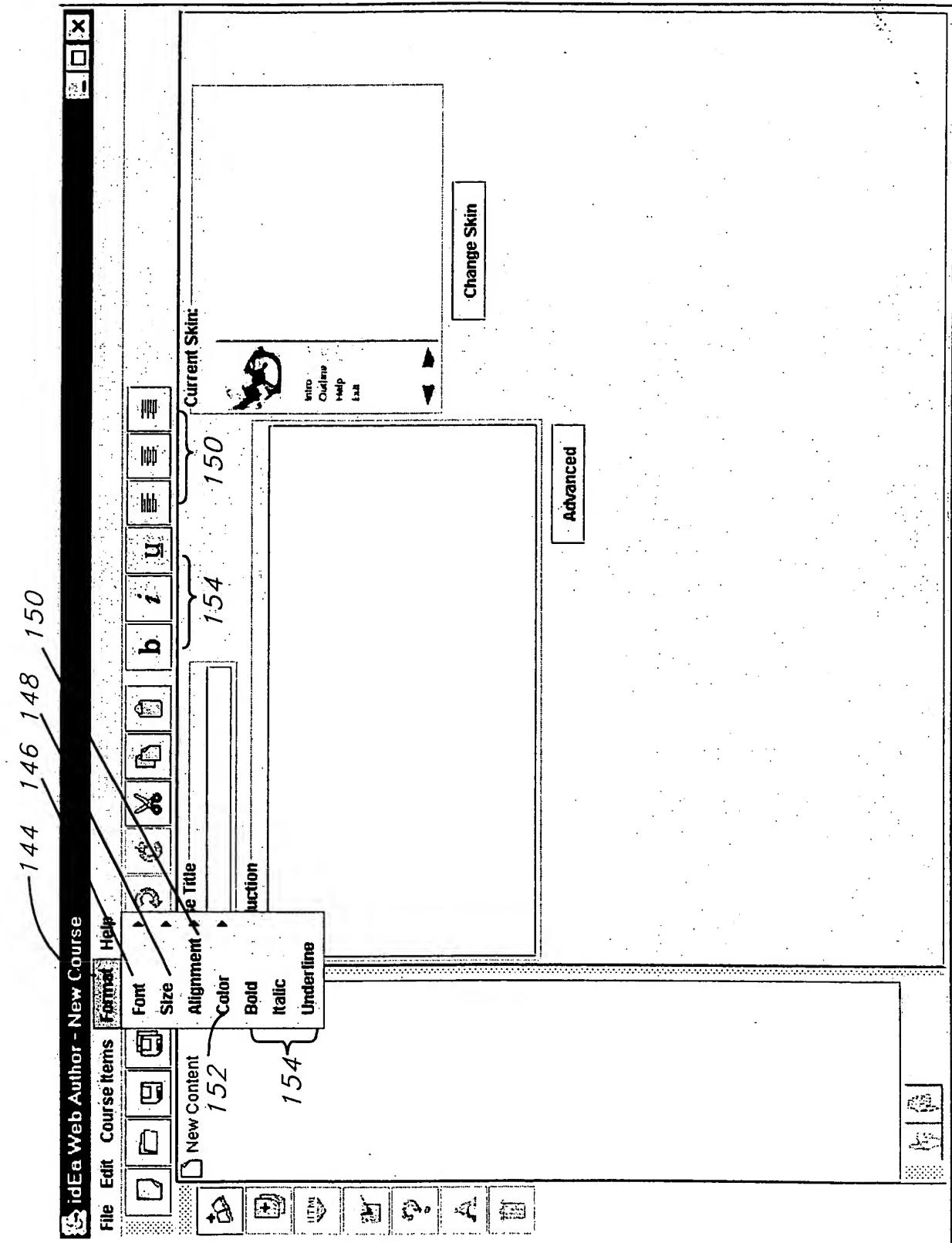


Fig. 16C

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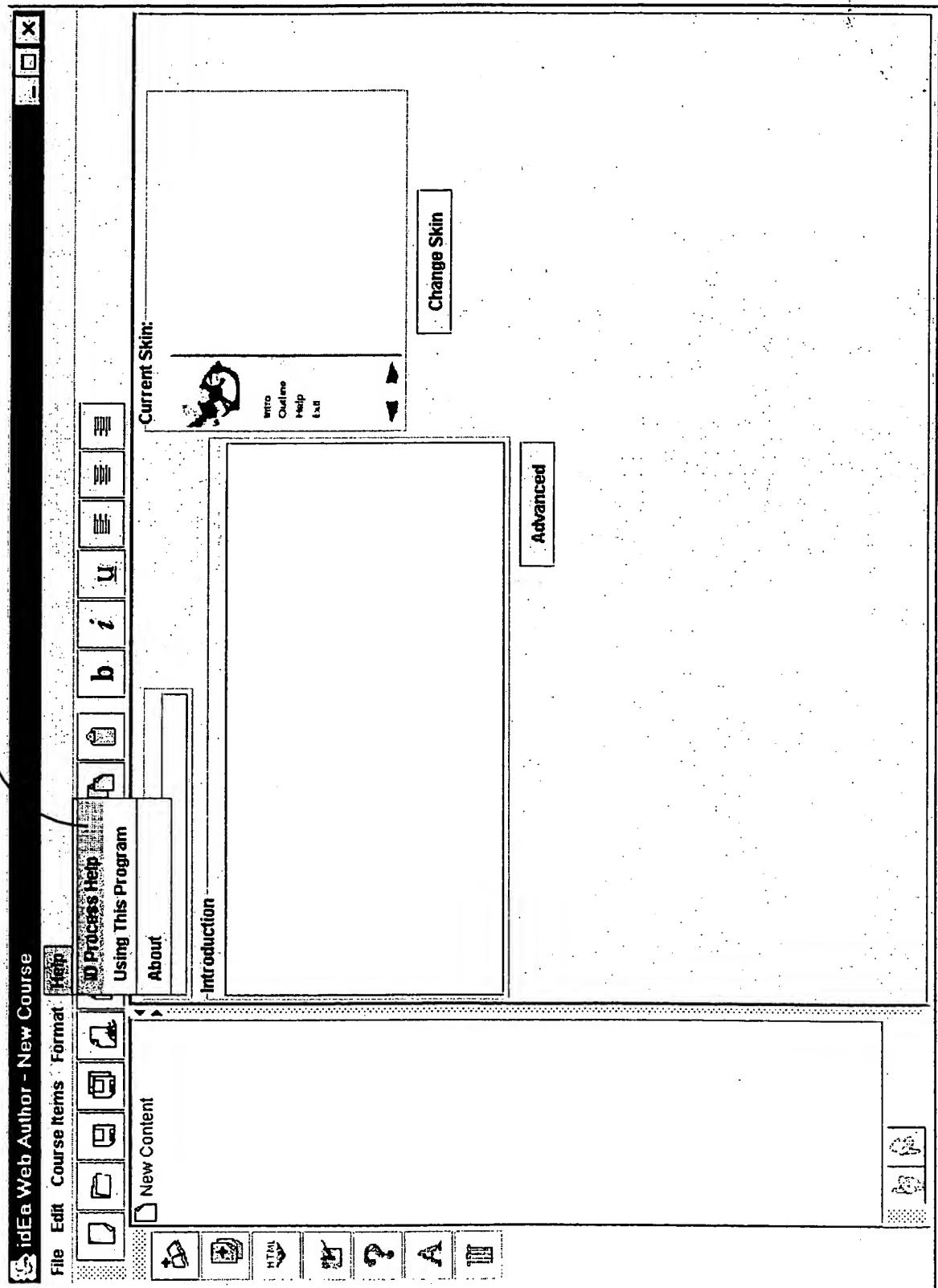


Fig. 16D

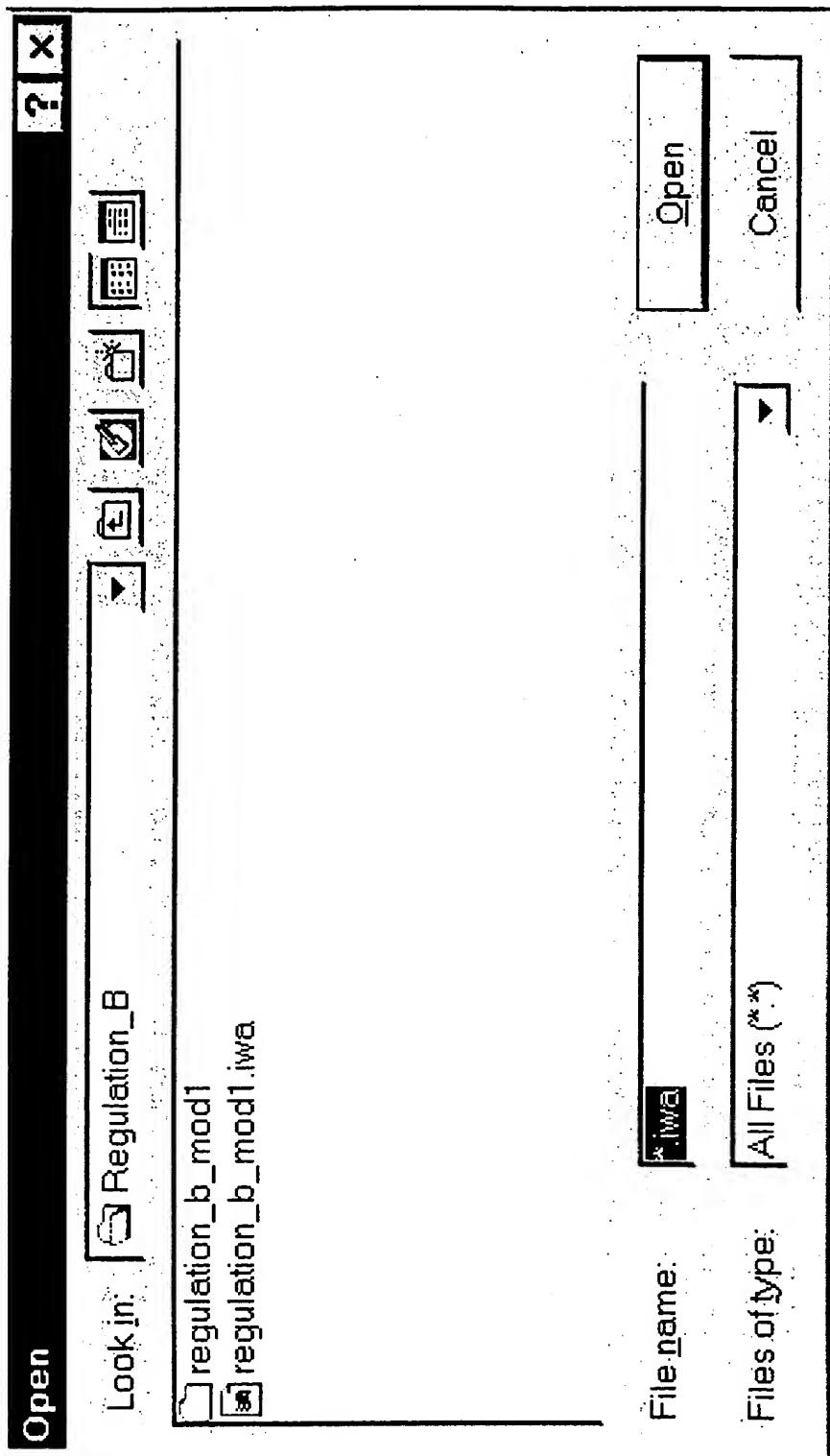


Fig. 16E

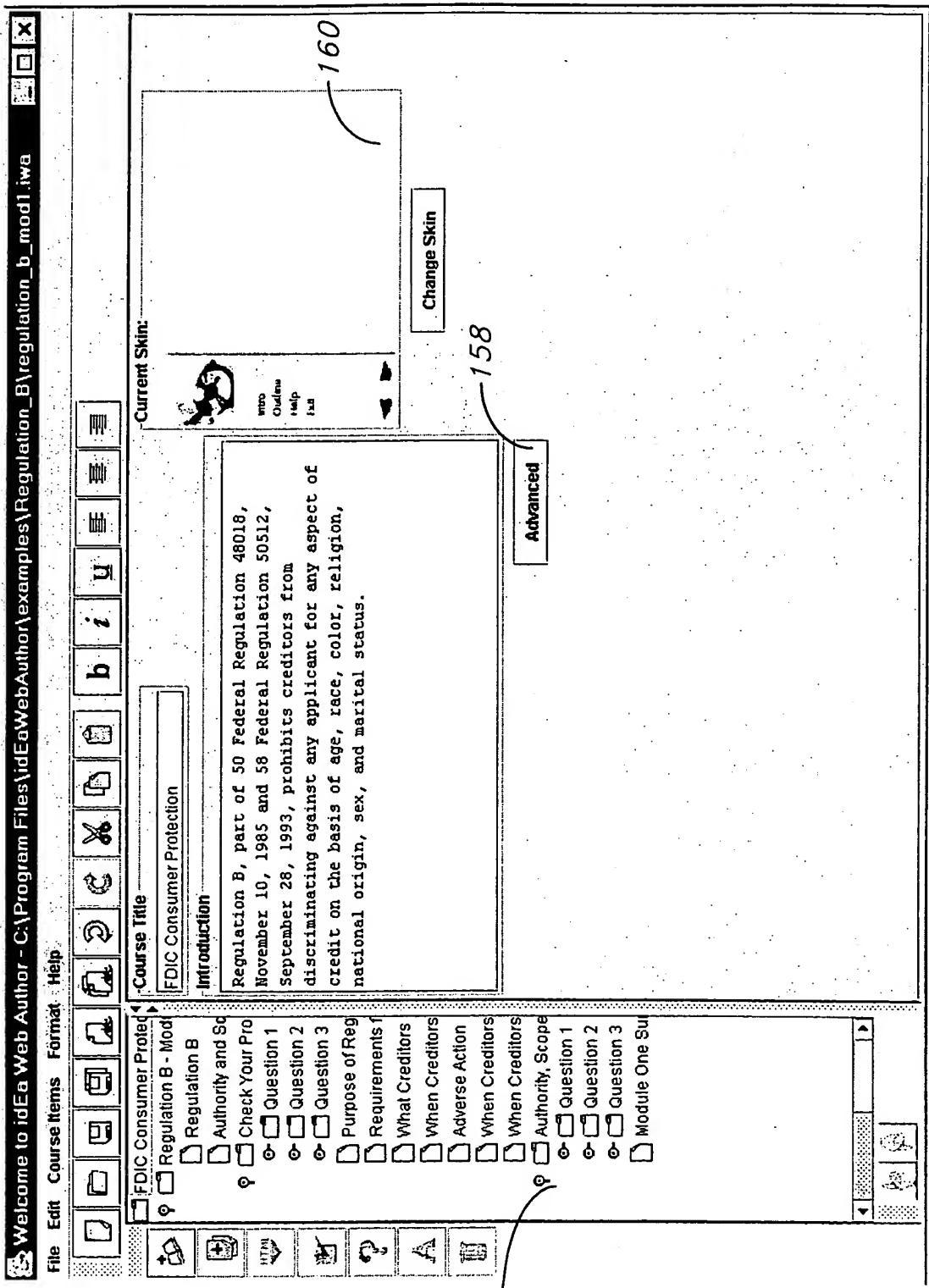


Fig. 16F

Fig. 16G

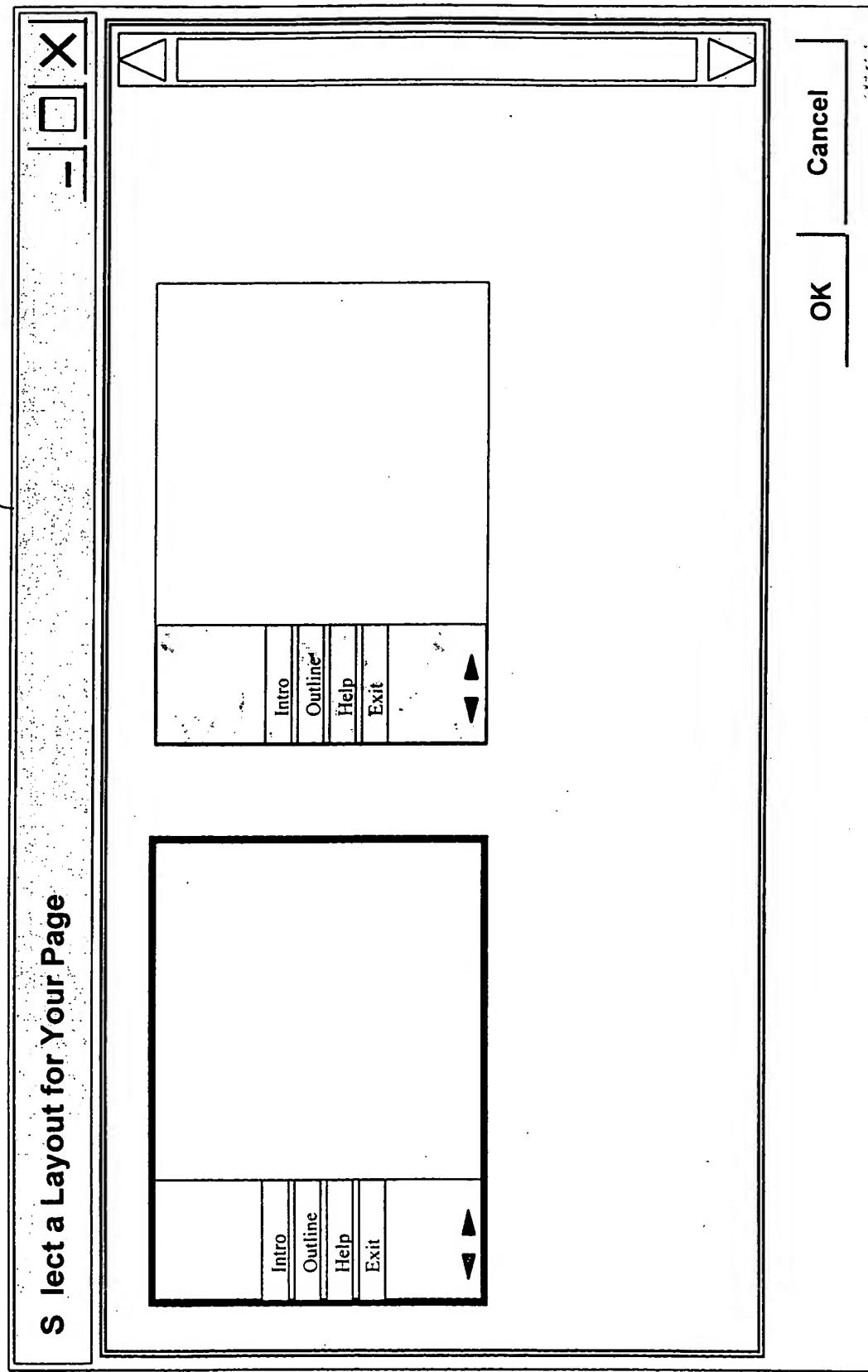
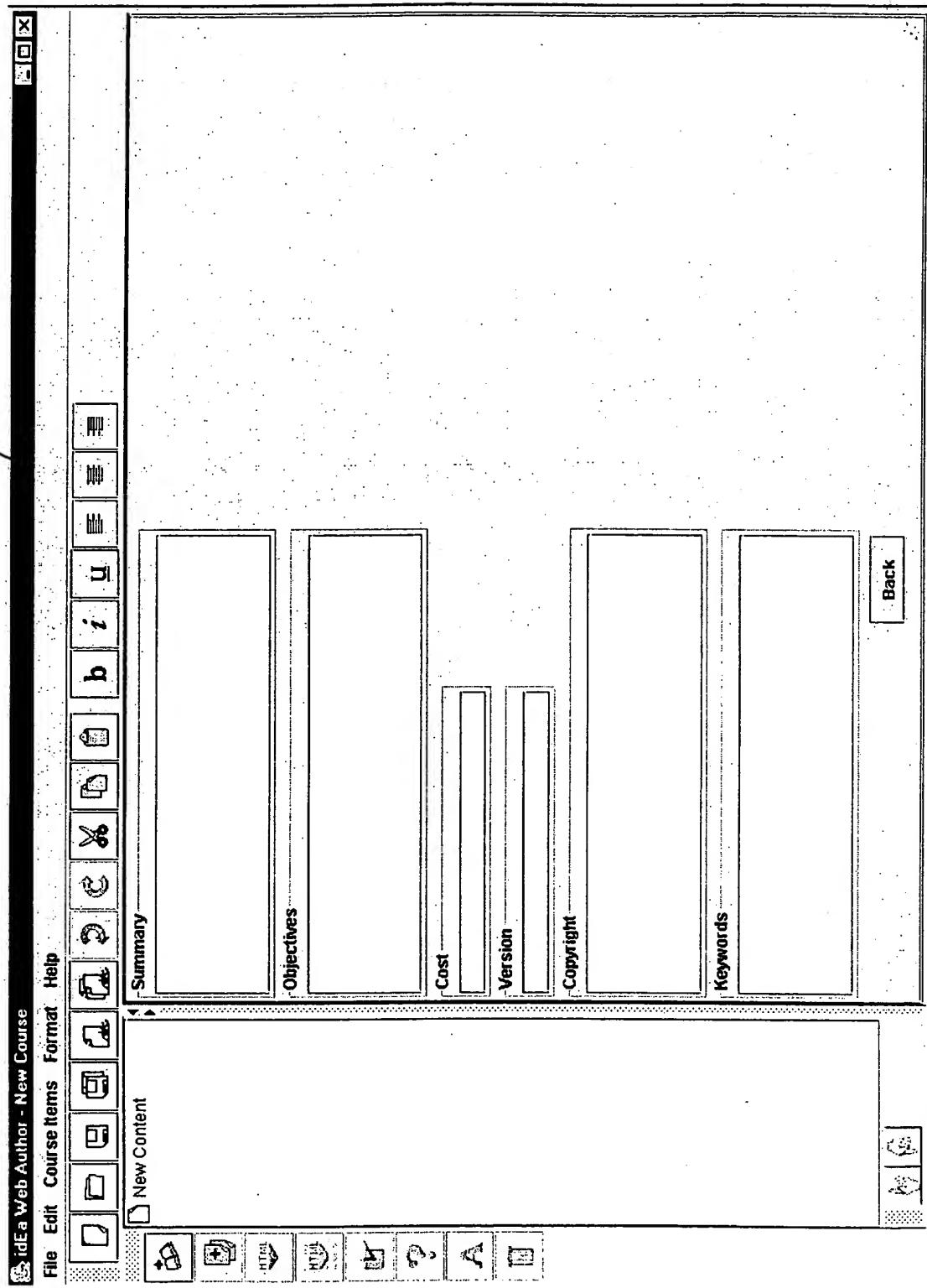


Fig. 16H



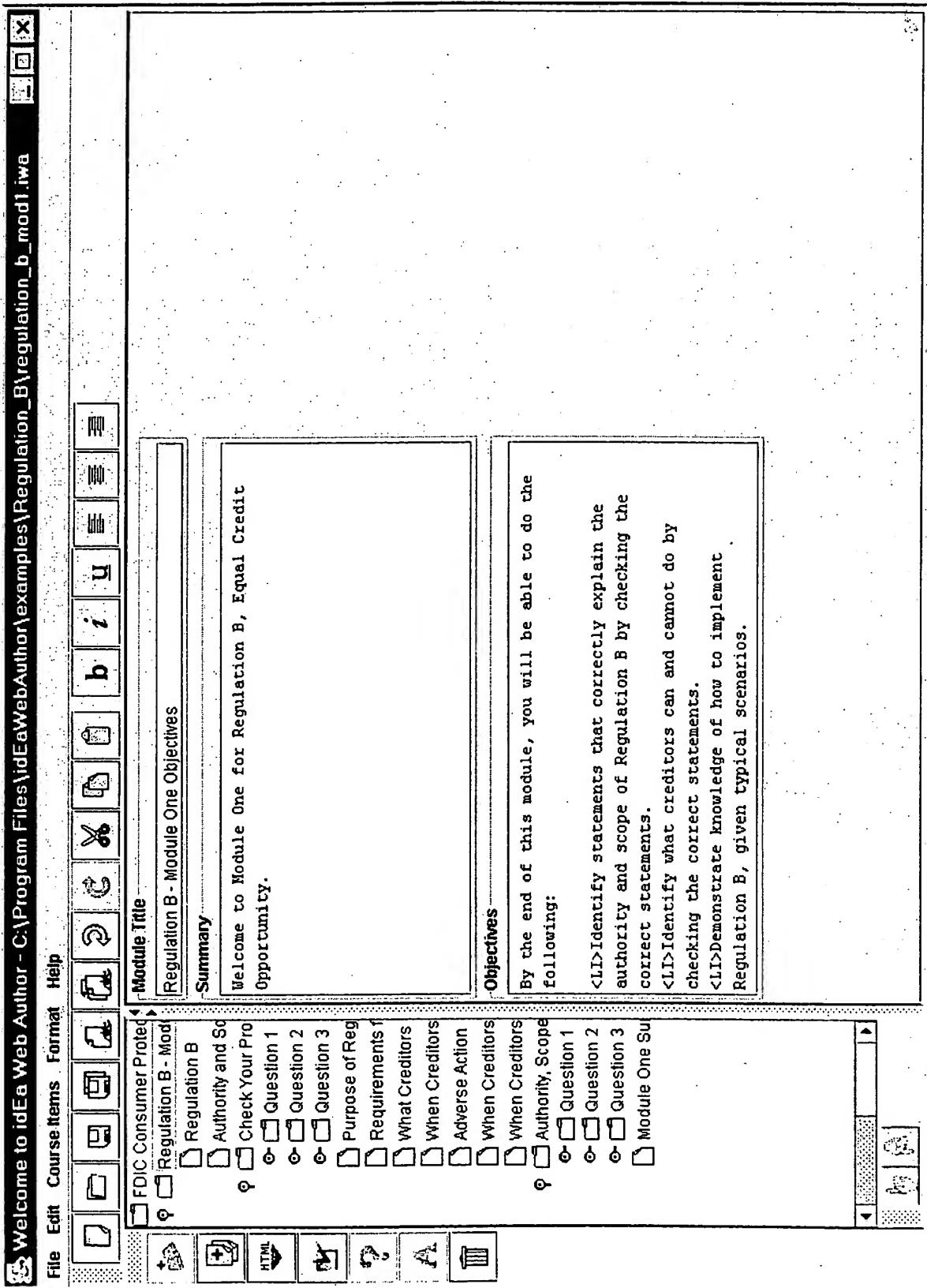


Fig. 161

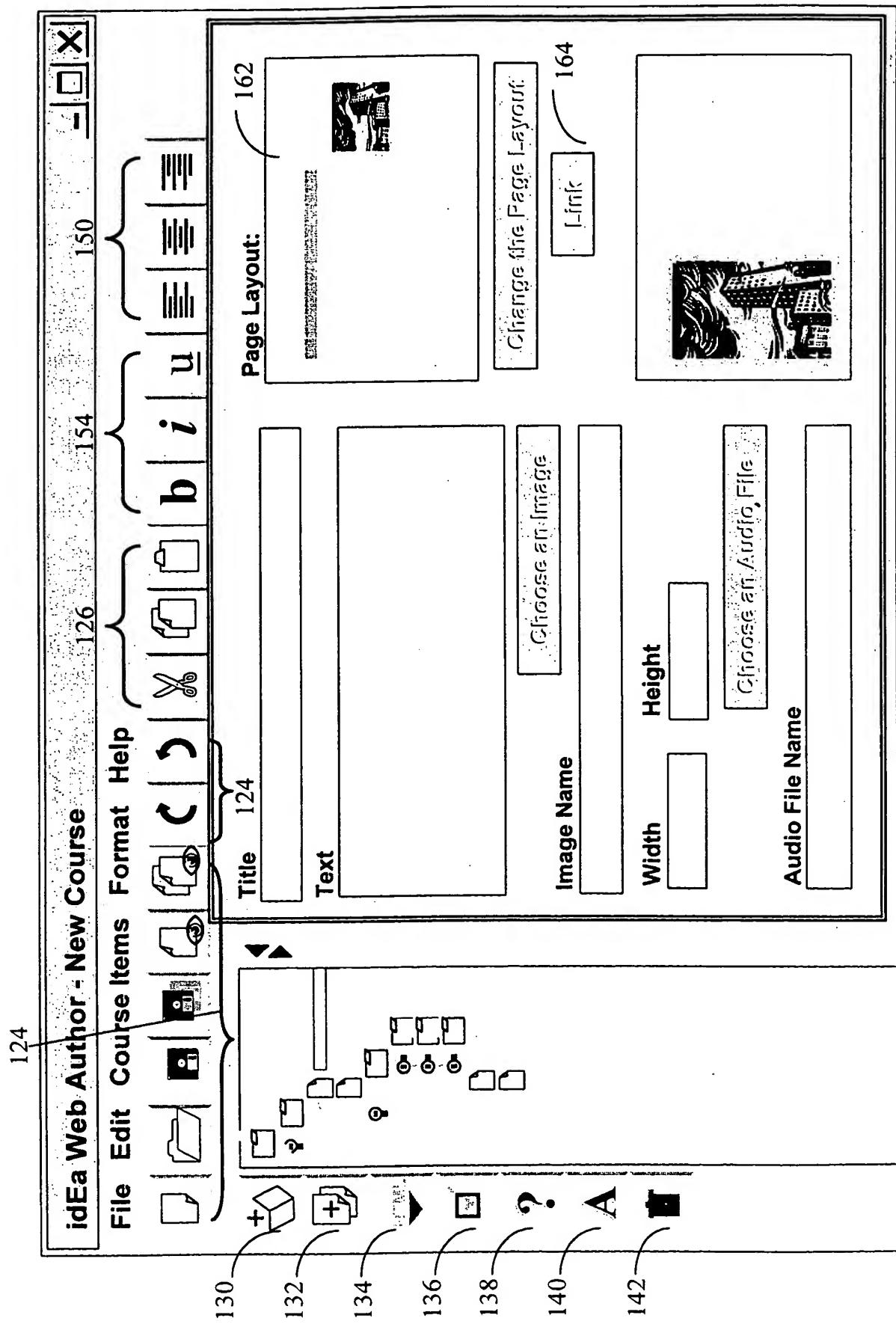


Fig. 16J

Fig. 16K

Welcome to idEA Web Author - C:\Program Files\idEA\Author\examples\Regulation_B\mod1.iwa

File Edit Course Items Format Help

FDIC Consumer Protection
Regulation B - Module 1

Authority and Scope
Check Your Progress
Question 1
Question 2
Question 3
Purpose of Regulation
Requirements
What Creditors
When Creditors
Adverse Action
When Creditors
Authority, Scope
Question 1
Question 2
Question 3
Module One Summary

Title
Check Your Progress

Introduction

Review of Authority and Scope
Equal Credit Opportunity (Regulation B)

Scoring

Passing score (percentage)
100

Feedback

Feedback for passing score:
Good Job!!

Feedback for failing score:
Sorry, you did not pass this progress check.

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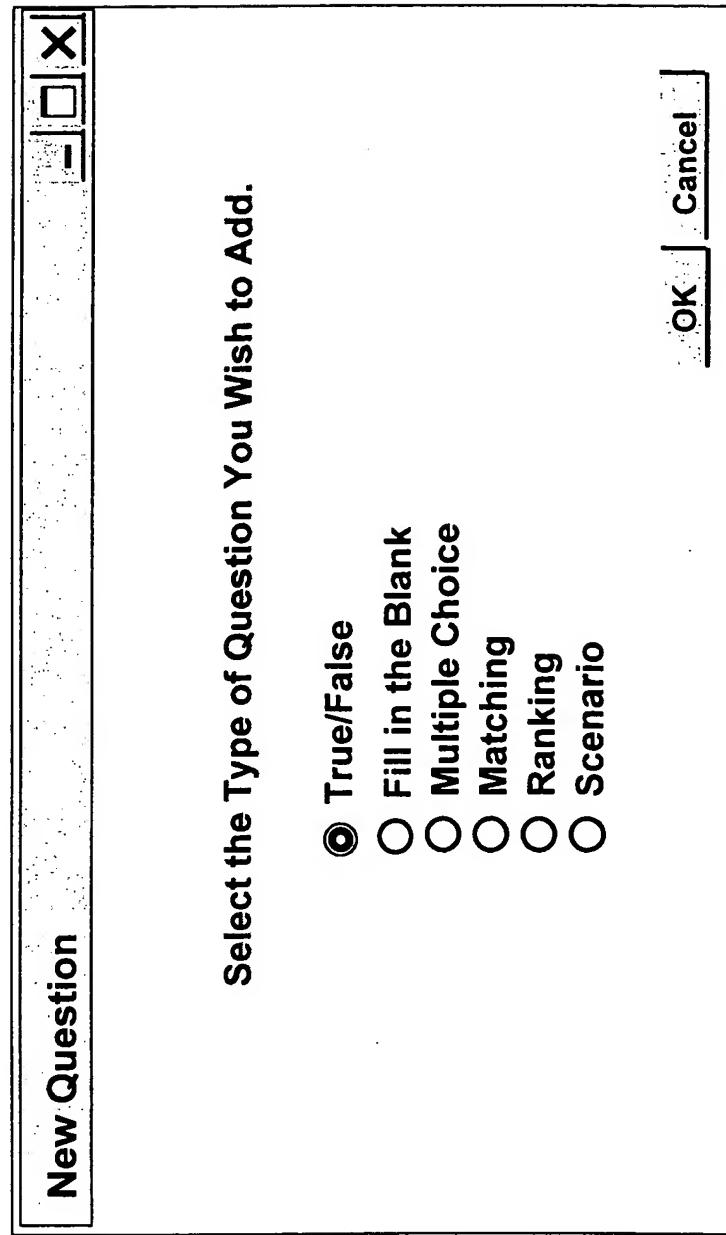


Fig. 16L

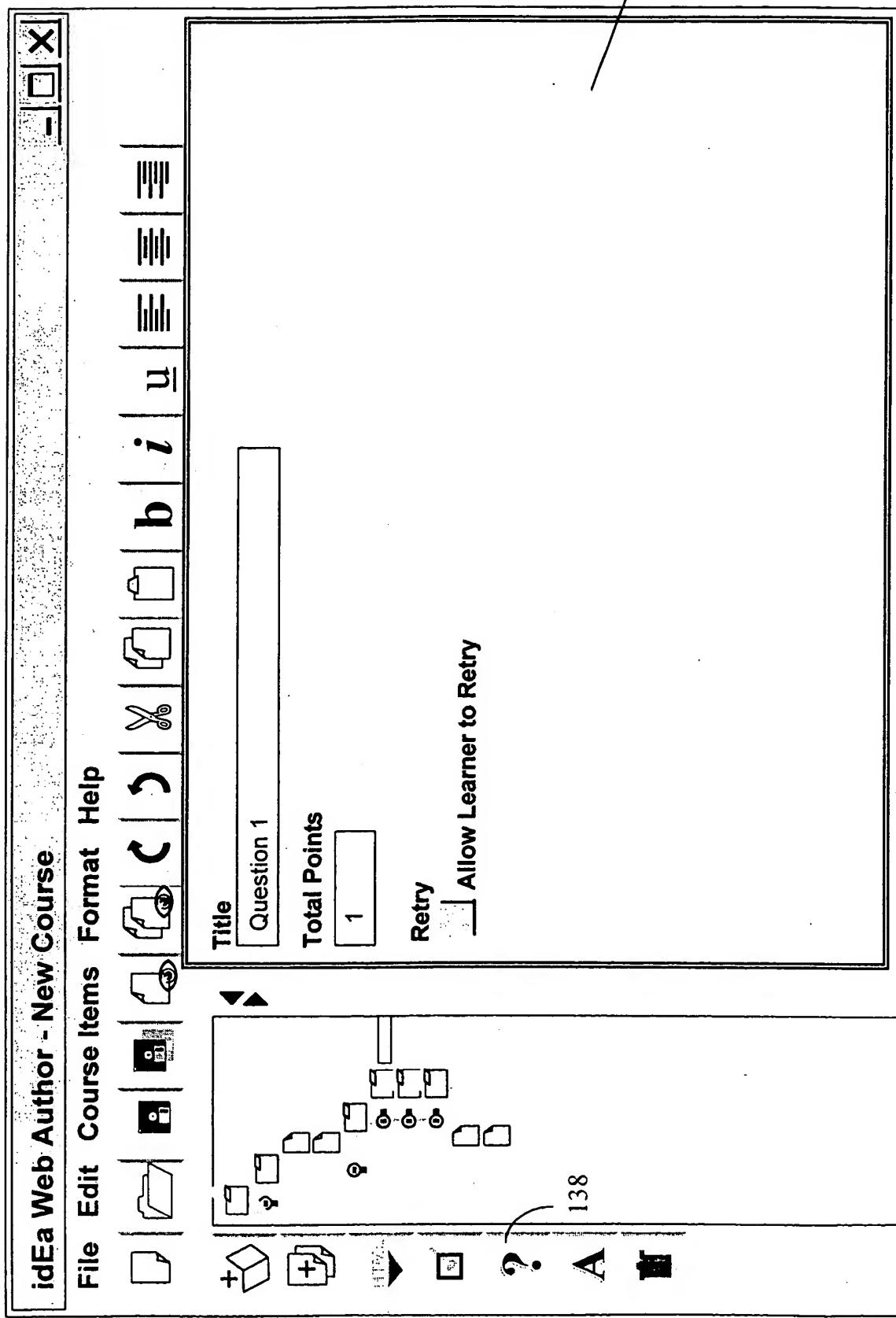


Fig. 16M

Welcome to idEA Web Author - C:\Program Files\idEA\WebAuthor\Examples\Regulation_B\mod1.htm

File Edit Course Items Format Help

Question Text

Regulation B is issued by the <blank> pursuant to title VI (Equal Opportunity Act) of the Consumer Protection Act

A. Office of Management and Budget
B. Board of Governors of the Federal Reserve System

Blank

(Use semicolons to separate multiple correct answers.)

B

Check Your Progress

Question 1
Possible Answers
Feedback

Question 2
Question 3

Purpose of Regulation B
Requirements for Creditors
What Creditors Can Do

When Creditors Can Refuse
Adverse Action

When Creditors Take Adverse
Authority, Scope, and Purpose

Question 1
Possible Answers
notify ...
report ...
retain ...
collect ...
provide ...
Feedback

Question 2
Fill in Blank
Feedback

Question 3
Module One Summary

File Edit Course Items Format Help

b i u

Fig. 16N



Regulation B - Module One Objectives



Summary

Welcome to Module One for Regulation B, Equal Credit Opportunity.

Objectives

Outline

Help

Exit

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By the end of this module, you will be able to do the following:

- Identify statements that correctly explain the authority and scope of Regulation B by checking the correct statements.
- Identify what creditors can and cannot do by checking the correct statements.
- Demonstrate knowledge of how to implement Regulation B, given typical scenarios.



Fig. 17A



Table of Contents

FDIC Consumer Protection

Regulation B - Module One Objectives

- Regulation B
- Authority and Scope
- Check Your Progress
- Purpose of Regulation B
- Requirements for Creditors
- What Creditors Can Do
- When Creditors Can Refuse Credit
- Adverse Action
- When Creditors Take Adverse Action
- When Creditors Take Adverse Action
- Authority, Scope, and Purpose
- Module One Summary

Intro
Outline

Help
Exit



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Fig. 17B

The screenshot shows a Microsoft Internet Explorer window with the following details:

- Title Bar:** USING THIS COURSE - Microsoft Internet Explorer
- Menu Bar:** Navigation | Audio/Video Controls | Introduction | Outline | Exit | Taking Tests |
- Content Area:**
 - Section Header:** USING THIS COURSE
 - Section Header:** Navigation
 - Text:** To go through this course from beginning to end, use the *Back* and *Next* buttons. These buttons, which look like arrows pointing left and right, appear near the bottom of the window.
 - Text:** The *Next* button will always take you to the next page in the course.
 - Text:** The *Back* button will always take you back to the page you were previously looking at. You can click on the *Back* button repeatedly to go back to all the pages you previously looked at. It works just like the *Back* button in *Microsoft Internet Explorer*.

Question #2

Regulation B is issued by the _____ pursuant to title VI (Equal Opportunity Act) of the Consumer Protection Act.

- A. Office of Management and Budget
- B. Board of Governors of the Federal Reserve System

[Intro](#)
[Outline](#)
[Help](#)
[Exit](#)

Type your answer:

Feedback:

Fig. 17D

Compiled Course (Course Player)

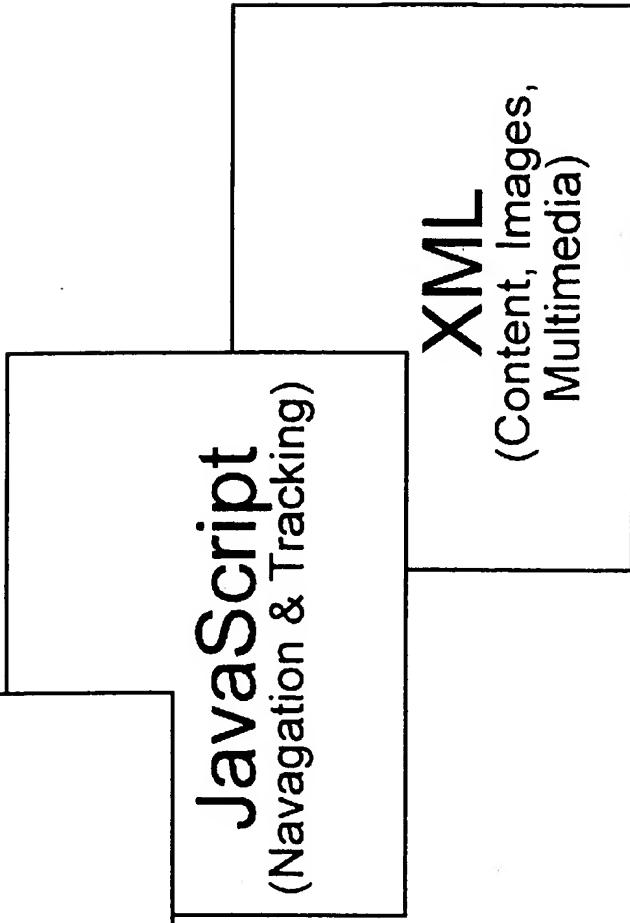
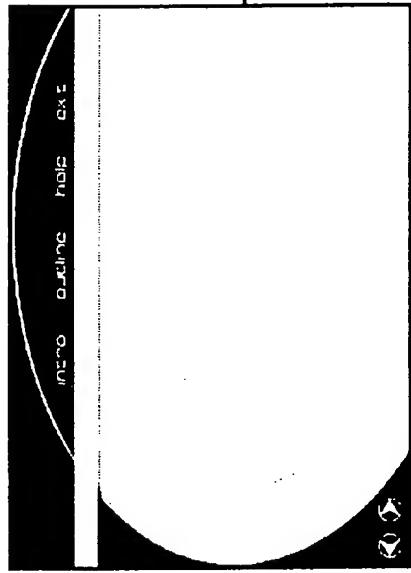
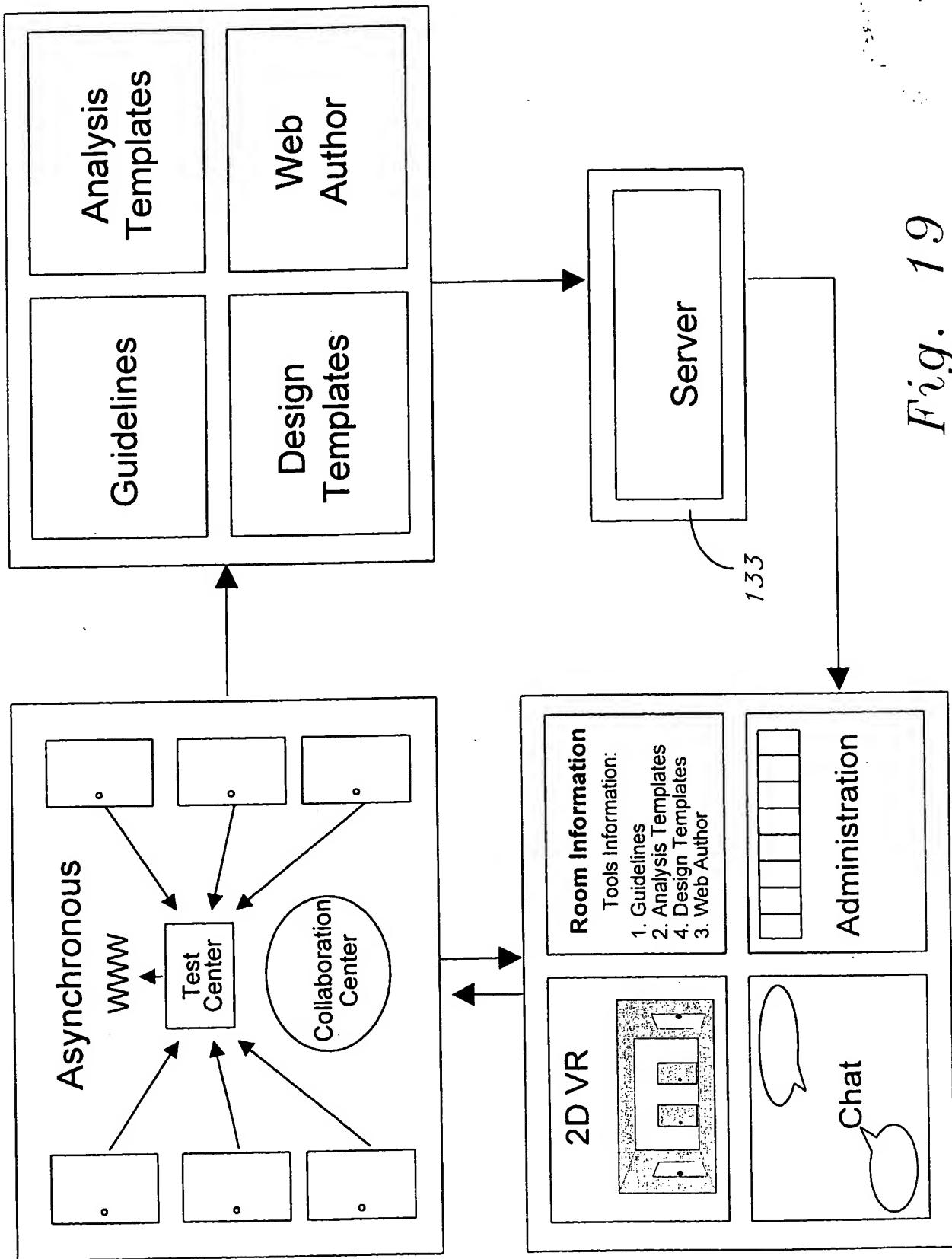


Fig. 18



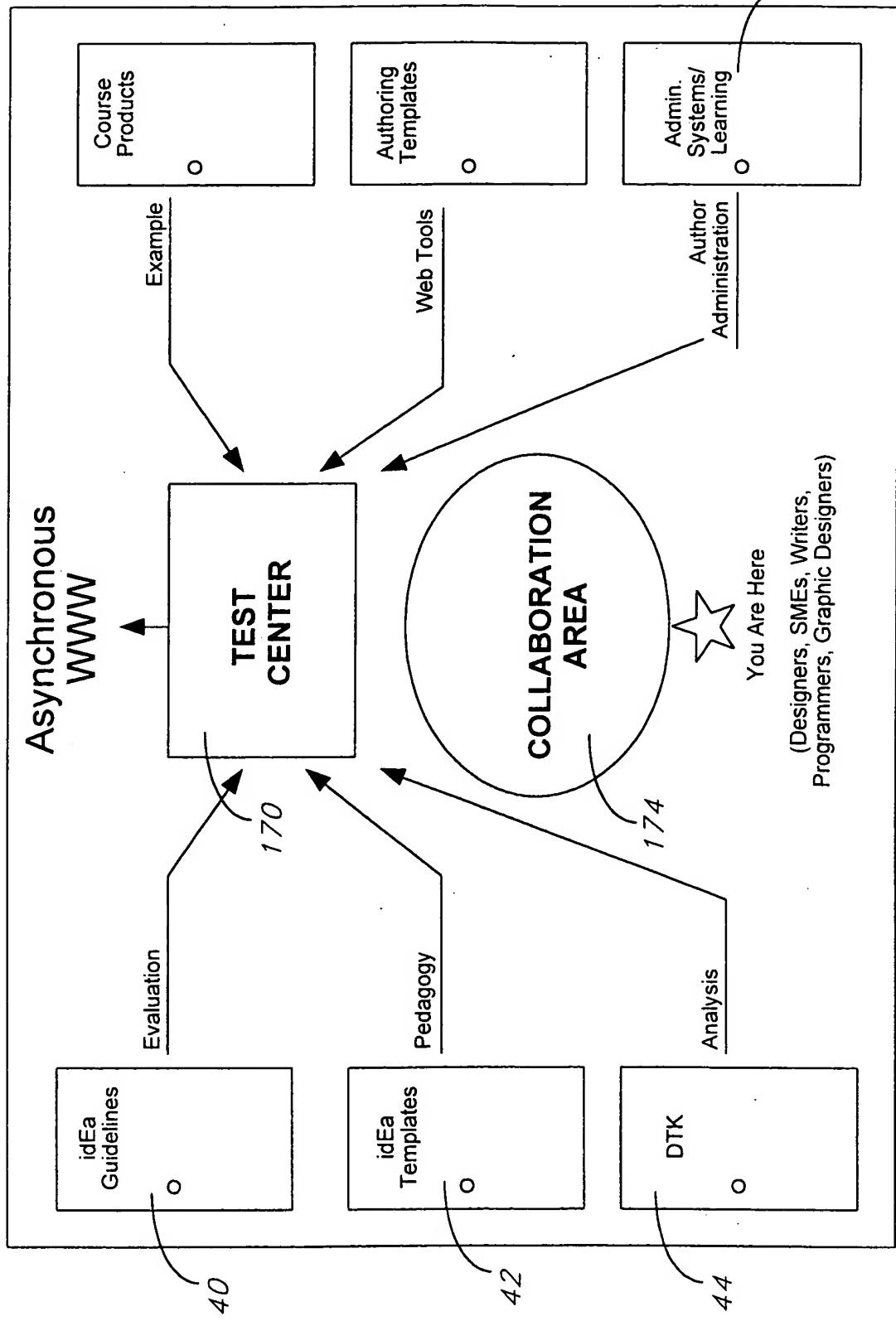


Fig. 20

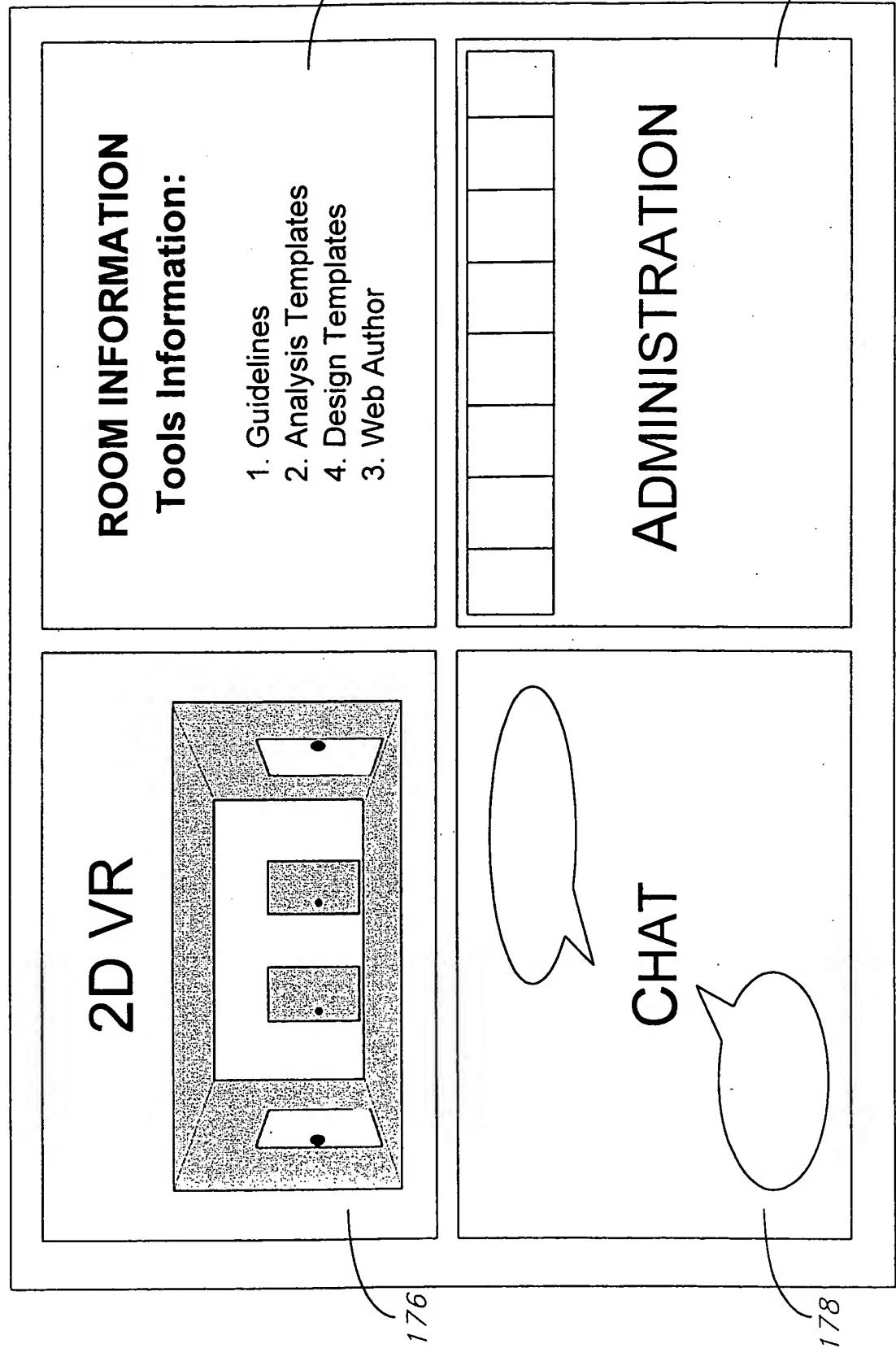


Fig. 21

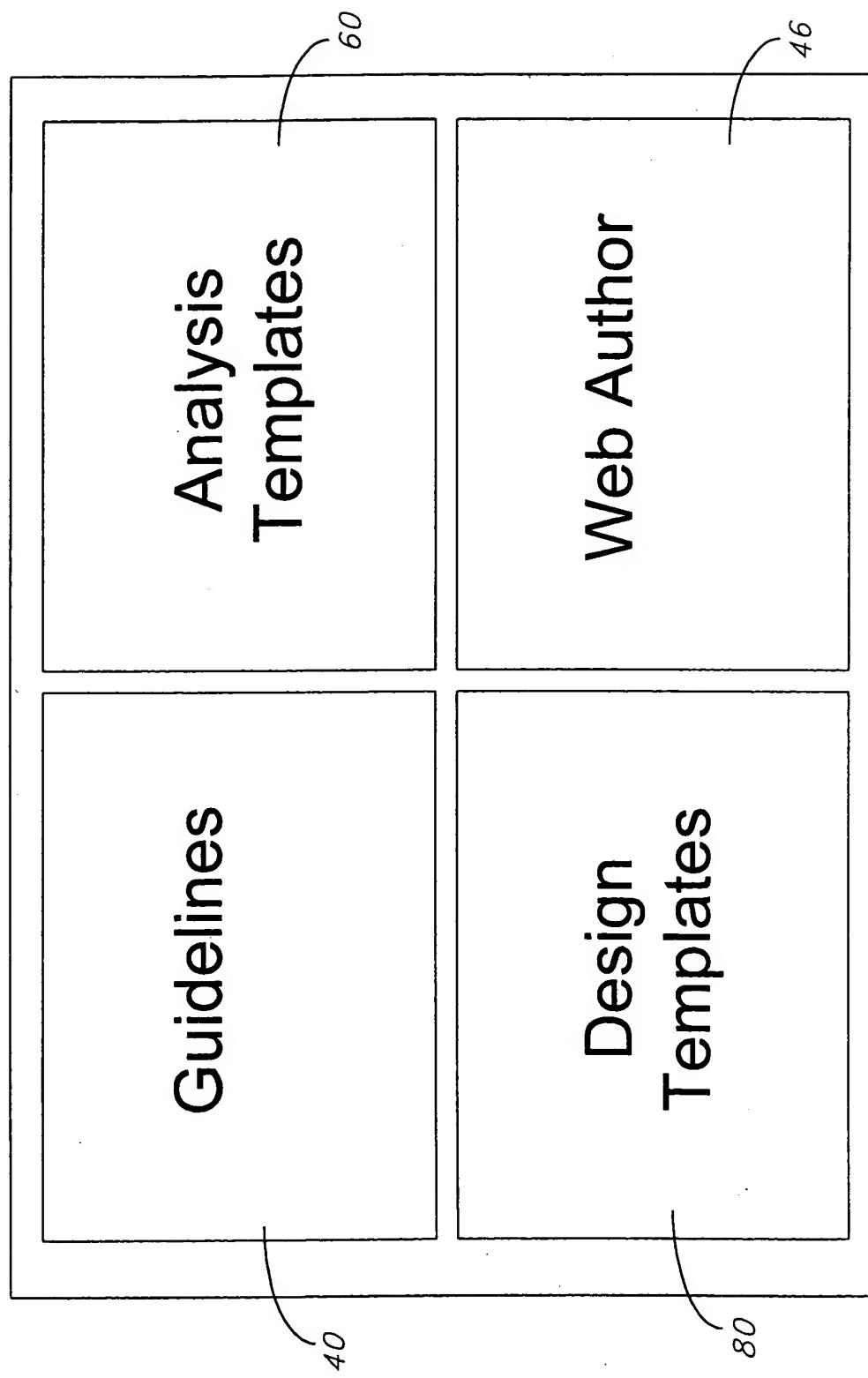


Fig. 22

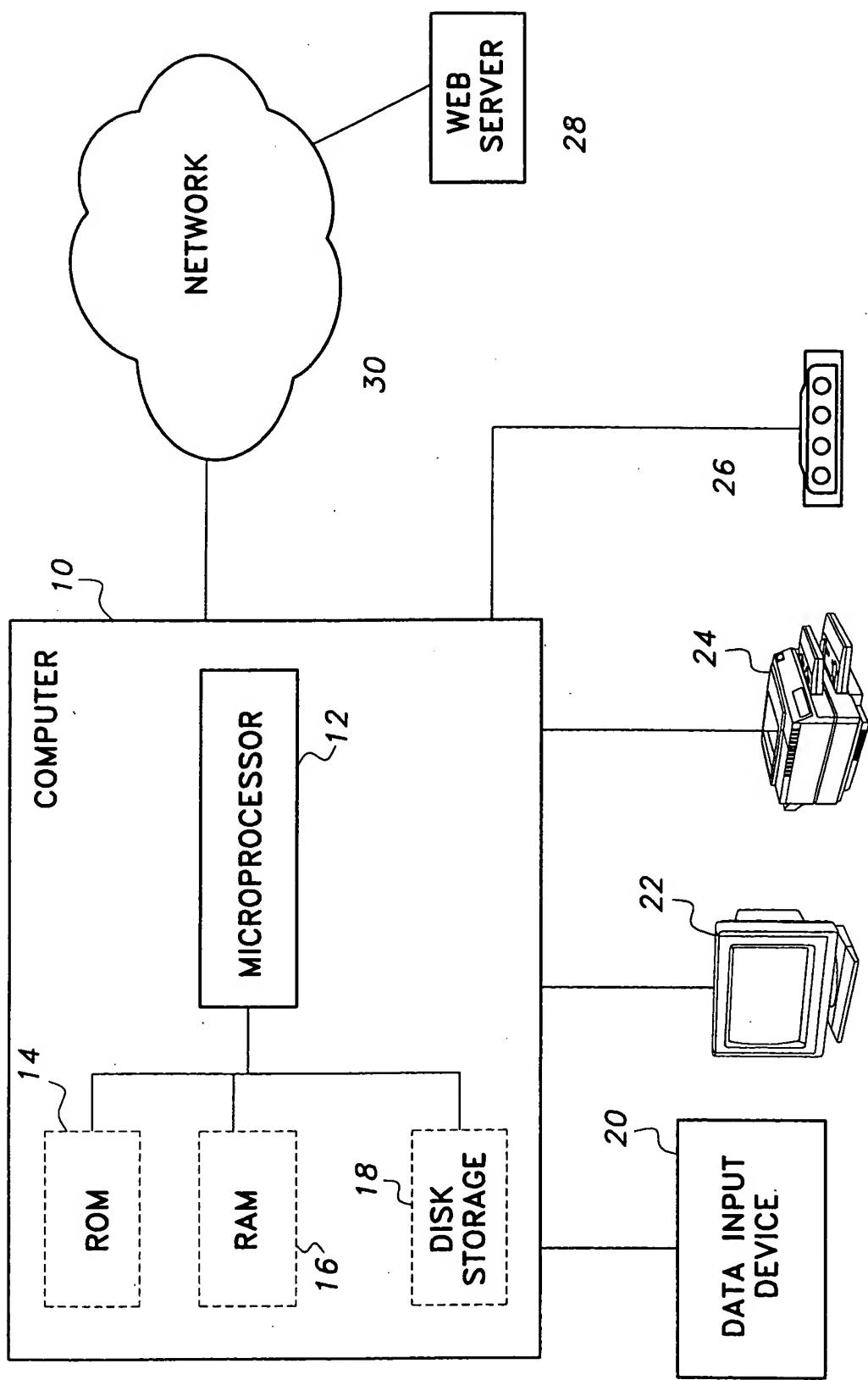


Fig. 23